

CULCON Educational Exchange Review Committee Report to CULCON XXVII

“To ensure the future strength of the U.S.-Japan relationship, the two governments share the goal, established by the U.S.-Japan Conference on Cultural and Educational Interchange (CULCON), of doubling two-way student exchange by the year 2020.”

President Barack Obama and Prime Minister Shinzo Abe. U.S.-Japan Joint Statement: The United States and Japan: Shaping the Future of the Asia-Pacific and Beyond, April 25, 2014

June 17, 2016

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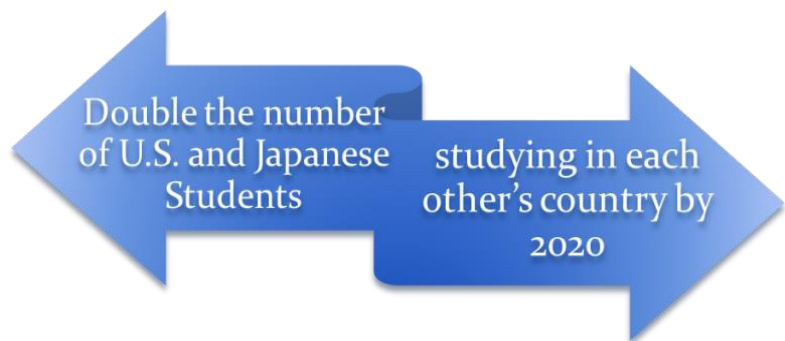
About CULCON

The U.S.-Japan Conference on Cultural and Educational Interchange (CULCON), established in 1961, based on the agreement between President John F. Kennedy and Prime Minister Hayato Ikeda, is a public/private binational advisory panel to the U.S. and Japanese governments on cultural and educational issues.

Celebrating more than 50 years of activity, CULCON has addressed timely issues and responded with a range of creative solutions. Through CULCON, leaders in business, education and the arts from both nations have worked with officials from the two governments to identify opportunities to expand the cultural and educational linkages between the United States and Japan.

Executive Summary

The U.S.-Japan Alliance is the cornerstone of prosperity, peace, security and stability in the Asia-Pacific region. This partnership, based on a common commitment to democracy, the rule of law, open societies, human rights, human security, and free and open markets, has made enduring contributions to peace, security, and prosperity of the region and the world for seven decades.



The bedrock of the U.S.-Japan Alliance is the close bond between our people. For nurturing the bond, educational and cultural exchanges have played vital roles. They also help Japan and the United States to address global challenges as partners with shared values, and to enhance the global competitiveness of both countries. However, despite their importance- the pace of student exchanges between the two countries in the past decade has given cause for serious concern.

To jointly address this issue, in 2012, CULCON convened a binational Education Task Force (ETF), under the leadership of former Japanese Prime Minister Yasuo Fukuda and former U.S. Secretary of Transportation Norman Mineta, to examine trends in bilateral student exchanges and to make recommendations to leaders in both nations.

In 2013, the ETF issued its report with an ambitious goal: Double the Number of U.S. and Japanese Students Studying in Each Other's Country by 2020. The report and recommended goal were presented to Prime Minister Abe and Under Secretary of State Tara Sonenshine.

At its plenary session in 2014, CULCON agreed it would undertake a periodic review of the implementation of the ETF recommendations and established the CULCON Educational Exchange Review Committee (ERC) for this purpose. This report of the ERC is an attempt to track and report on progress towards the goal of doubling U.S.-Japan student mobility.

Since the release of the ETF report, the governments, academic institutions, and the private sector of both countries have taken tangible steps to address the ETF's recommendations in substantive ways, and the impact of their individual and collective actions has potential to significantly increase student mobility in both directions.

We see several achievements at the political level. When President Obama and Prime Minister Abe met in April 2014 in Tokyo, they released a Joint Statement and its Annex endorsing the goal established by CULCON, to double the number of two-way student exchanges by 2020. The statement included additional support for people-to-people relations, including a commitment to establish a new internship program and initiatives such as Tobitate, Kakehashi, and the Fulbright program.

During their 2015 summit in Washington, D.C., both leaders again endorsed exchange, noting in their Joint Vision Statement that "we will actively promote people-to-people exchange as a key pillar of our relationship, especially among younger generations." They also issued ~~the FACT SHEET~~ a Fact Sheet, which ~~stated~~ says that the U.S. and Japanese governments welcome the KAKEHASHI Initiative Toward the Future and the TOMODACHI Initiative, as well as continued efforts by the U.S.-Japan Conference on Cultural and Educational Interchange, which

inspired the TeamUp campaign to promote university-to-university partnerships, and programs by the Japan Foundation.

In November 2015, Prime Minister Abe and State Minister for Foreign Affairs Yoji Muto announced their intent to strengthen the partnership with the TOMODACHI Initiative, to mark the fifth anniversary of the Great East Japan Earthquake. In March 2016, the Government of Japan and the U.S.-Japan Council (USJC) signed the Memorandum of Cooperation on Enhanced Partnership in Support of the TOMODACHI Initiative and launched the TOMODACHI Partnership.

In addition, on the Japanese side, the government has made tremendous investments in improving English language education, globalizing Japanese universities, and encouraging the private sector in Japan to accommodate and encourage study abroad. The Ministry of Foreign Affairs (MOFA) and the Japan Foundation have also taken steps to promote grassroots exchanges, cultural and intellectual exchanges, as well as Japanese language education and Japanese studies in the United States. MOFA has also been promoting the KAKEHASHI Project as people-to-people exchanges mainly for middle school to university students, thereby reaching a younger generation.

On the U.S. side, the government has redoubled its efforts to educate Japanese students about the diversity of opportunities in U.S. institutions through EducationUSA and has created a major campaign to cultivate institutional partnerships through TeamUp.

The ERC has recognized that short-term student mobility programs (such as summer schools, language training and internships) are expanding and that they should be encouraged along with the traditional study abroad and degree-seeking programs. In particular, the ERC we have identified opportunities in internships and innovative exchanges that address inactive agreements, as well as encouraging students not majoring in Japanese studies to study in Japan and improving the quality and accessibility of information on for student mobility.

Data collected by JASSO on U.S. students enrolled in Japanese universities shows a decline of 7% from 2012 to 2014, but -up 13% to 2,223 in 2015 from the previous year. (See Line 1). American students on short-term study tours up 61% (up from 739 in 2012 to 1,187 in 2015) (See Line 5) as well as an increase in the number of U.S. students enrolled in Japanese Language Institutes (up -28% to 200). (See Line 2). While the U.S. and Japanese sides may collect their data differently, both sides are in agreement that the numbers of American students in Japan is are increasing, especially in short-term for-credit programs, often led by U.S. faculty, which may not be based at a Japanese university.

Based on an in-depth analysis of the data, efforts by the governments, academic institutions and private sectors in both countries, the ERC concludes that, “Although we need to keep in mind the reality of steep declines which preceded the 2012 ‘baseline’ figure of this report, the evidence suggests some positive signs towards achieving the goal of doubling the numbers from Japan to the U.S. since 2012.” Regarding the mobility of U.S. students in Japan, the ERC concludes, “[the doubling of] Americans studying in Japan by 2020 could be achieved, so long as current trends continue.”

Student Exchange between Japan and the United States: Summary of the Current Data

While the U.S. and Japanese data sources (IIE and JASSO) collect data from different sources (~~USU.S.~~ and Japanese universities, respectively), and use different definitions (see Data Grids in Appendix 2), both sides agree that considerable progress has been made since Prime Minister Abe and President Obama announced a shared goal of doubling by 2020 the number of students studying in each other's country.

Using spring 2012 as the baseline for this goal, it is clear that progress has been made on both sides. In the analysis below, we should note that there ~~is are~~ inevitable overlap between OD data and JASSO data; those numbers should be analyzed independently and cannot be aggregated.

U.S. Students in Japan

IIE's Open Doors data collected from U.S. campuses show that numbers of Americans studying in Japan for credit ~~at their home institutions back home~~ has risen 13% from 2012 to 2014, to 5,978 (See Line 3 in Data Grid). This comes close to the peak of 6,166 U.S. students in Japan in 2009-10. In the intervening years, numbers declined sharply with the closing of programs in Japan after the Great East Japan Earthquakes and Tsunami of March 2011. But the strong rebounding of numbers since then suggests that the target of 10,500 Americans studying in Japan in 2020 could be achieved, so long as current trends continue. Another growth sector for American students in Japan is in non-credit learning opportunities such as internships and volunteering, although good data on that sector is limited. Open Doors has data from 300 U.S. campuses reporting close to 600 students participating in such non-credit activities, doubtless an undercount since so few U.S. campuses are able to capture these data.

Data collected by JASSO on U.S. students enrolled in Japanese universities shows a decline of 7% from 2012 to 2014, but ~~up~~ 13% to 2,223 in 2015 from previous year. (See Line 1) ~~American~~ students on short-term study tours up 61% (up from 739 in 2012 to 1,187 in 2015) (See Line 5) as well as an increase in the number of U.S. students enrolled in Japanese Language Institutes (up 28% to 200) (See Line 2). ~~While the USU.S. and Japanese sides may collect their data differently, both sides are in agreement that numbers of American students in Japan are increasing, especially in short-term for-credit programs, often led by U.S. faculty, which may not be based at a Japanese university.~~

Japanese Students in U.S.

Looking at the trend for Japanese students studying in the U.S., the data are less positive but still show some progress in the right direction. ~~The very steep rates of decline in 2008 to 2012 have leveled off, with the most recent enrollments in 2014 down just 1.4% from the prior year, according to Open Doors (See Line 8). Modest growth was seen in Japanese coming to the U.S. for non-degree programs (See Line 8-c); and enrollment in Intensive English Programs doubled from 2012 to 2014, up from 5,502 to 10,977 (See Line 9).~~

JASSO's data, which tracks students sent to the U.S. as reported by Japanese universities, also shows some positive growth, with numbers of students studying in the U.S. through MOU agreements with partner universities ~~up~~ 45%, from 8,602 in 2012 to 12,434 in 2015 (See Line 15), and numbers of students studying in the U.S. without MOU agreements with partner universities up 72%, from 3,678 to 6,335 (See Line 17). ~~The combined data from both categories show an increase of 53%, from 12,280 to 18,769 (See Line 12). In addition, the recent trend~~

shows more and more students studying for a short-term during school holidays, which may not necessarily be captured by the current data. Furthermore, we are seeing very positive signs in the number of Japanese researchers traveling to the U.S., which is outside the scope of these studies. Although we need to keep in mind the reality of steep declines which preceded the 2012 “baseline” figure of this report, ~~this~~^{these} evidence suggests some positive signs towards achieving the goal of doubling the numbers from Japan to the U.S. since 2012.

Although the academic contents of short-term programs (from summer school, language study programs, to internship and volunteering) vary widely, students who participate in the short-term programs often feel less hesitant to engage in more serious study abroad programs for a semester or a year later on. -Therefore, it is worthwhile to encourage those short-term mobility programs and we should monitor ~~this~~^{the} trend.

Follow-up on Recommendations of the 2013 Education Task Force Report:

The recommendations in the following three sections (A. Actions for Japan; B. Actions for the U.S. and C. Actions for Japan and the U.S. Jointly) are designed to identify potential areas of growth towards the goal of doubling student mobility between Japan and the U.S. If any or all of the following recommendations are addressed successfully, we can expect to see significant increases in the number of U.S. and Japanese students who feel confident, prepared, willing, and able to join in study in the other country.

A. Action for Japan

- 1) Recognizing the government's important role in exchanges, issue a strong statement endorsing the importance of international experience for nurturing global citizens.

The Ministry of Education, Culture, Sports, Science & Technology in Japan (MEXT) reports that the “Second Basic Plan for the Promotion of Education,” approved by the Cabinet in June 2013, illustrates the government's commitment to development of a globally-oriented workforce. The plan calls for three broad objectives for student achievement: 1) acquiring rich language and communication skills; 2) developing a proactive attitude and the skills needed to solve problems and think independently; and 3) developing a mindset for cross-cultural understanding – a key trait for professional development in a globalized world in many fields – while maintaining a strong Japanese self-identity and a deep understanding of Japanese culture.

- 2) Recognizing that English language instruction in Japanese schools is in need of reform, adopt major steps to improve it:

MEXT has made great strides in addressing this recommendation. MEXT announced its English Education Reform Plan Corresponding to Globalization in December 2015 to move forward with the systematic reform of English language education throughout elementary and secondary school. This plan calls for moving up the starting period for Foreign Language Activities classes from the 5th year to the 3rd year and implementing English language education as a “subject” for 5th and 6th year of elementary students. Further, the plan calls for placing more emphasis on developing students' communication abilities and working to make the goals and contents more sophisticated. This could be accomplished through teaching in English in middle schools as a rule, and, in high school, providing presentations and discussions in English as much as possible.

In June 2015, MEXT drafted the “English Education Reform Plan for Students” and aims to meet the targets set for each prefecture.

In order to strengthen the English language proficiency and instructional potential of teachers, MEXT has undertaken instructional ability improvement projects for exemplary English language teachers, for elementary, middle and high schools, as well as for assistant language teacher (ALT) leaders. MEXT is also working to ensure that future English language education reform continues to prioritize English language proficiency and instructional ability. To support this, MEXT is working to spur research on best practices in the professional development, hiring and training of teachers. This research is being done through partnerships between school boards and universities that will collect case studies, conduct benefit analyses, analyze research results, and work to promote the diffusion and use of the study's conclusions.

a) Increase the emphasis on communication skills in English language training

MEXT's efforts in this area have been focused on ensuring that high school students have the opportunity to broaden their perspective and improve their communications skills. In light of the rapid acceleration of globalization, MEXT began a new Super Global High School (SGH) program in FY 2014 (with a FY 2015 budget of 1.052 billion yen) to encourage the emergence of globally successful leaders who will play an active role on the international stage, helping them to acquire internationalist qualities, such as communication and problem solving abilities, in addition to an interest in social issues and a high level of academic achievement. To date, 112 schools have been designated SGHs (FY 2014: 56 schools; FY 2015: 56 schools). These schools are working to prepare a workforce that is capable of identifying and solving global social issues and able to work in a globalized business world in collaboration with universities, companies, and international organizations. In consideration of the fact that many other high schools have begun to implement changes to better prepare their students for the demands of globalization, 55 additional schools were selected as SGH Associate Schools, for a total of 167 schools in the SGH community that are developing or putting into practice high quality curricula.

b) Employ an international standardized English test such as TOEFL and IELTS as part of the entrance exams for the universities.

In order to accurately assess the foreign language communication skills of university applicants, MEXT informed all universities in May 2015, in its "College Admissions Points" that it would be desirable to utilize the results of English-language proficiency examinations that assess students' listening, reading, speaking, and writing abilities. MEXT specifically recommended standardized tests such as the EIKEN Test in Practical English Proficiency or the Test of English as a Foreign Language (TOEFL). MEXT also conducted briefings for university officials in charge of university admissions regarding the utilization of the TOEFL and other examinations for assessing applicants.

In FY 2014, 273 Japanese universities (36.6%) used the TOEFL or other proficiency examinations for the selection of applicants.

Moreover, in March 2015, the Liaison Council for the Promotion of the Utilization of English Proficiency Examinations for the Assessment of English Language Ability and the Selection of University Applicants, which was established by MEXT, created specific guidelines and recommendations regarding the effective utilization of English proficiency examinations for selecting applicants. MEXT also informed all universities of these new guidelines.

These steps have laid the foundation for additional actions to ensure that all Japanese college students arrive with sufficient skills to undertake study of their major subject area in English (in labs, in the classroom, in seminars) as part of their higher education. The next step is to build these elements into the curriculum of various university courses of study, including through integrated study abroad, ~~which that~~ will prepare graduates to interact with native English-speakers in professional settings.

c) Expand the JET Programme to include experts in English-language teaching and other specialists.

To date, about 62,000 people from 65 countries have participated in The Japan Exchange and Teaching Programme (JET). These participants have contributed to the advancement of Japan's internationalization from within.

JET-ALTs have played a major role in Japan's foreign language education, a fact underscored by the growing familiarity among Japanese youth with the English language and other cultures.

Of the 4,786 teachers participating in the JET Programme in FY 2015, 2,695 are from the U.S. Of those, 2,596 provide language instruction as ALTs at elementary, middle, high and other schools throughout Japan.

In order to further promote such activities, MEXT promotes expanded training that aims to increase the specialization of JET-ALTs. Beginning in FY 2014, the Training for English Language Promotional Leaders in Cooperation with Outside Specialist Organizations has been opened to JET-ALTs, in addition to Japanese English-language teachers, to train ALTs to play central roles in the region. -ALTs who participate in the training will be employed on a national level. For example, they may be assigned to serve as instructors for the orientation to newly arriving JET-ALTs. This training will continue in FY 2016, and efforts will be made to increase the number of participants, so they may serve as ALT trainers in local communities throughout Japan.

d) Develop a role for JET alumni in English-language instruction and other subjects.

JET alumni members are valuable resources and sources of information, and developing new roles for JET alumni can be an effective strategy for enhancing English language instruction and increasing student mobility.

The U.S.-Japan Bridging Foundation received funds from the Japan Foundation Center for Global Partnership (CGP) to establish a national organization (USJETAA) which supports the network of alumni of the JET Programme and JETAA chapters across the U.S. By strengthening the JET alumni network, the project hopes to connect next generation leaders, including many of those who come to JET after a study abroad experience.

CULCON will discuss how to more effectively work with alumni associations to promote student mobility and other aspects of the U.S.-Japan relationship.

3) Advance the process of internationalizing universities in Japan.

MEXT has implemented an array of projects to encourage universities to internationalize, with hopes that they will provide their students with increased opportunities to learn about, experience and understand other cultures. The Top Global University Project, for example, provides support to universities that internationalize through significant reform and partnerships with top overseas universities. The Go Global Japan project provides support to universities that set up organized education systems to reinforce students' abilities to deal with our increasingly globalized world.

Under the Re-inventing Japan Project, MEXT provides support for universities that develop and carry out mutual student exchange programs with foreign universities, and these programs include credit transferring and/or dual degree programs (with assurance that credits and degrees earned will be accepted by the home university).

Under the project, seven Japanese universities have been selected ~~to that~~ develop and implement such exchange programs with American universities in various academic fields, including engineering and business. The project began in 2011 and the universities will continue to receive financial support for five years. So far, an increasing number of students have participated in the programs with American universities: 150 students participated in exchanges in 2011, 300 in 2012, 400 in 2013, and 400 in 2014. The total number of students participating in exchanges is expected to reach about 1,700 by 2015.

- a) Change the academic calendar to facilitate a wide variety of exchanges to make it more possible for Japanese students to study abroad in the summer and then re-enroll in their home institution in the fall and for American students to study in Japan.

Through revisions in the relevant laws in 2007 and 2013, the Japanese academic calendar system was made more flexible, allowing 1) university presidents to freely decide the start of the academic year, and 2) universities to set different term systems, such as the quarter system.

As of 2013, 247 universities (33.5%) at the undergraduate level and 299 universities (48.9%) at the graduate level have established systems for allowing admissions at other times than in April. Moreover, at the undergraduate level, 16 universities (2.2%) and at the graduate level, 19 universities (3.1%) have adopted quarter systems.

A number of universities, including The University of Tokyo, have changed their academic calendars from two semesters to four terms. This change is intended to provide more opportunity for student mobility; for example, students can study at overseas universities for four months if they skip the S-2 term (from June 6 through July 28, in 2016, ~~for example~~) and combine it with the summer break (until the A1 term starts on September 26, in 2016). With the quarter term system, it is also easier to organize summer programs in Japan for international students in June and July without disrupting regular classes.

- b) Encourage a liberal arts education for better training of global citizens.

Through the Go Global Japan project, which aims to foster the development of global human resources prepared to lead the economy and society on the world stage, MEXT supports universities that work on development of educational systems to help their students meet the challenges of a globalized society. The project began in 2012 and will continue to provide financial support to the selected 42 universities for five years. The selected universities have encouraged Japanese students to participate in study abroad programs by offering new options, such as exchange programs through which students can earn credit. Under the project, the number of Japanese students who will have had a study abroad experience is expected to reach approximately 16,000 by 2016.

- c) Expand the number of courses/programs in English at Japanese universities.

Under the Top Global University Project, which aims to enhance international compatibility and the competitiveness of higher education in Japan, MEXT provides prioritized support for world-class universities and innovative universities leading the internationalization of Japanese society. This project began in FY 2014, and will provide financial support for a period of 10 years. Thirteen universities were selected that have the potential to be ranked in the top 100 in world university rankings, and 24 universities that lead the internationalization of Japanese society were also selected. It is expected that this project will encourage continued efforts in the areas of international compatibility as well as the overall competitiveness of Japanese higher education.

4) Seek a business-wide agreement through the good offices of major business groups in Japan to reform the hiring process of new graduates.

a) Encourage companies to postpone active recruitment of students until later in their undergraduate careers, allowing time for study abroad.

b) Value overseas experience and English proficiency in the hiring process.

CULCON has been partnering with Japanese and U.S. business associations in Japan to pursue its goals of increasing student mobility.

In April 2013, at a formal meeting with the chairman of Keidanren and the presidents of the Japan Chamber of Commerce and the Japan Association of Corporate Executives, Prime Minister Abe formally requested that the start date for the employment recruitment season be changed. This was followed by the cabinet decision in June of the same year to move the official start date to August 1, four months later than the previous start date, so that 4th year students can concentrate more on their academic studies. Based on this decision, four cabinet ministers (Chief of Cabinet, MEXT, Ministry of Health, Labour and Welfare, and METI) jointly dispatched a formal letter to 450 major business organizations (including Keidanren and ACCJ), informing them of the decision and requesting that they accept it.

Among the 450 organizations, Keidanren took this request seriously and took concrete actions by changing the name of the traditional informal agreement from "Charter on Recruiting" to "Guidelines on Recruiting," encouraging member companies of Keidanren more strongly than previously to accept the new date.

More recently, Keidanren has decided to revise the guidelines again for new graduates beginning work in 2017, after close consultations with government ministries, universities as well as with Keidanren member companies.

In line with the new decision by Keidanren, bureau directors general of four ministries jointly dispatched a letter of request to 450 major business organizations, requesting that all companies collaborate by making the start date for recruitment later than June 1, 2016 (two months earlier than last year) for graduates beginning work in 2017. This mirrors Keidanren's newly revised guidelines. The guidelines (see Appendix 4) also encourage companies to give special considerations to students studying abroad.

In light of the fact that "the difficulty of finding employment after overseas exchange" is often given as one of the main reasons that students are indecisive regarding overseas exchange, the Keidanren Global Career Meeting, (see Appendix 4) a joint employment orientation and interview meeting, was held for 4th year university students and 2nd year graduate course students returning from overseas exchange programs, and for official foreign exchange students studying in Japan.

5) Expand private sector scholarships for Japanese students to study abroad.

MEXT and Keidanren have been actively promoting student mobility through scholarships.

Including high tuition costs, travel, and other expenses, studying in the United States presents a heavy financial burden to students. Cognizant of that, the "Japan Revitalization Strategy," approved by the Cabinet in June 2013, and the "Second Basic Plan for the Promotion of Education," calls for the establishment of new mechanisms for public-private cooperation to lessen the financial burden on Japanese students studying abroad.

Based on these calls, MEXT increased the target number of recipients for study abroad scholarships in its FY 2014 budget from 10,000 to 20,000 students, and further increased the number in its FY 2015 budget.

In conjunction with this, in FY 2014, MEXT launched its Japan Public-Private Partnership Student Study Abroad Program – TOBITATE! Young Ambassador Program, a new study abroad support system that leverages private-sector funding. In addition to the provision of scholarships, this program offers, through private-sector funding, preparatory training before study abroad and post-study abroad training, internships in the host country, among other support. The aim of the program is to provide focused support for fostering the capabilities and qualities required in the real world. The United States is a popular destination for study abroad, and around 25 percent of successful applicants want to study in the United States. Since 2014, 364 Japanese students have been granted the scholarship to study in the U.S, as detailed below:

- (1) 1st period: 323 students selected in July 2014 (including 84 studying in the U.S.)
- (2) 2nd period: 256 students selected in February 2015 (including 62 studying in the U.S.)
- (3) 3rd period: 404 students selected in June 2015 (including 106 studying in the U.S.)
- (4) 4th period: 437 students selected in February 2016 (including 112 studying in the U.S.)

In December 2012, a new scholarship was established by the Keidanren Ishizaka Memorial Foundation, managed in cooperation with the Keidanren to promote overseas exchange studies for university students with the aim of cultivating and supporting personnel to lead the future global business activities of Japanese companies. Companies serving on the Keidanren board of directors were asked to contribute to the scholarship fund (at 1 million yen per company per year). There were 42 contributing companies in FY 2014, 37 in FY 2015, and 38 have tentatively offered contributions for FY 2016.

The scholarships are offered at the universities that have been designated as being aggressive in internationalization. Thirty-six students were selected each year in FY 2014 and FY 2015. Among them, 10 went to the U.S. to study in 2014, and 8 went to the U.S. in 2015. Each student is supplied with a scholarship of 1 million yen.

In addition to participating in a pre-departure orientation that allows the scholarship awardees to discuss issues of mutual interest before beginning the exchange studies, the awardees can also receive information concerning their campus lives and their future careers via Social Media emissary during their exchange studies.

Keidanren serves as secretariat of the Japan National Committee of United World Colleges (UWC), an international educational organization that carries out curriculum based on the International Baccalaureate (IB). Through UWC, selected high school students from 145 countries throughout the world attend two year programs at residential colleges (high schools) in 15 countries, including the U.S. (New Mexico). To date, a total of 538 Japanese high school students have been enrolled at UWC schools throughout the world with scholarships supplied from funding donated by the 59 member companies of the UWC Japan National Committee. Of the 19 students enrolled in FY 2015, 3 high school students received scholarships to attend UWC-USA in the U.S. Many of the UWC graduates continue on to attend university in the United States and Europe.

6) Expand International Baccalaureate programs.

The International Baccalaureate (IB) is an effective educational program for the cultivation of personnel who have mastered globally relevant skills, which include problem identification and solving abilities, communication skills, and an awareness of global realities, in addition to language ability. The programs provided by the IB include a diploma program (IBDP) for youths aged 16 to 19, which provide an opportunity to obtain an internationally recognized qualification for entry to university (the IB diploma). The IBDP is expected to widen the range of available opportunities for students, including the option of proceeding directly to overseas universities after graduating high school. The IB learning experience can also be leveraged in numerous ways by students who attend domestic universities and decide to study abroad.

The Japanese government has set a goal to greatly increase the number of IB authorized schools to 200 by 2018, in order to expand the introduction of the program at schools in Japan, particularly high schools (there are currently 37 DP (Diploma Programme) schools, 19 MYP (Middle Years Programme) schools, which are for students 11 to 16 years of age, and 32 PYP (Primary Years Programme) schools, which aim at students 3 to 12 years of age, as of April 2016. All categories include candidate schools).

To achieve the goal, MEXT has been cooperating with the International Baccalaureate Organization since FY 2013 to develop a program allowing a part of the IBDP courses to be provided in Japanese in addition to English. It is expected that this will allow high schools interested in becoming IB schools to more easily make use of excellent Japanese teachers when introducing the IBDP. In addition to this, several initiatives aimed at expanding the program are being carried out, including the enhancement of IB educators' training, and promoting the use of IB scores for university entrance exams.

Recently, interest in the IB has been growing in Japan. In addition to private schools, there is an increasing interest in introducing the program in municipalities with public schools as well.

Follow-up on Recommendations of the 2013 Education Task Force Report:

B. Action for the U.S.

- 1) Recognizing the government's important role in exchanges, take steps to facilitate study abroad by Japanese students.

- a) Demystify the student visa process.

There is a widespread perception among Japanese students that the U.S. student visa process is difficult. In order to address this misperception, the U.S. Embassy Tokyo produced the "Noriko Video Series," a series of videos showing students how to fill out a visa application online, sign up for a visa interview, etc. in an engaging format. Noriko, a Japanese college student who hopes to study in the U.S., and Tom, the U.S. Embassy's social media emissary, play starring roles in the video series in both Japanese and English. (For more information, see Appendix 5)

- b) Improve the quality and accessibility of information on U.S. study programs (application process, costs, financial aid, and admissions requirements), and increase student awareness of the wide variety of U.S. educational institutions.

The U.S. Embassy Tokyo has conducted outreach to several organizations and constituencies to address this recommendation, as outlined below:

- Student Outreach: Regular and ongoing outreach to students by Ambassador Kennedy, U.S. diplomats, and EducationUSA advisers is emphasizing the importance of educational exchange and the value of strategic partnerships in facilitating exchange. In addition, the U.S. Mission to Japan has enhanced capacity by consolidating EducationUSA advising services at the American Center Japan (ACJ) and by hiring an ACJ coordinator. Also, the U.S. Mission is focusing on new pathways for U.S. education, promoting community colleges and programs that develop English for academic purposes, including the EducationUSA Academy.
- Collaboration with the Japan Exchange and Teaching Programme (JET): More than 2,000 Americans participate annually in the JET Program, which is funded by the Japanese government and Japanese communities. Expanding collaboration with these JETs through small grants is creating a network of U.S. cultural ambassadors in remote areas of Japan. This network is expanding U.S. outreach to Japanese communities, schools, and students outside of major urban centers.
- Collaboration with Temple University Japan: With funding from the U.S. Embassy, Temple University's Japan Campus is providing training on U.S.-style academic operations to Japanese university administrators in 2016. The goals of this program are to foster partnerships between U.S. and Japanese universities and to support the Japanese development of an academic and administrative infrastructure to support students traveling to and from the United States. Training will include a trip to the United States for participating Japanese academic administrators.

- c) Expand the number and use of university fairs and virtual university fairs for specific target audiences (i.e., semester or year-abroad programs, by field of study, by type of program).

The U.S. Embassy Tokyo has been actively addressing this recommendation as follows:

- EducationUSA Fairs: The U.S. Embassy has expanded its annual EducationUSA study abroad fair (EducationUSA Expo) to include 80 college representatives. More than 1,300 attendees joined the 2015 fair in September in Tokyo. In addition, constituent posts have inaugurated new study abroad fairs to increase outreach.
- Virtual College Fairs: The U.S. Mission to Japan is actively promoting collaborative virtual fairs between the U.S. Department of State and College Week Live.

- d) Expand EducationUSA's visibility and activities in Japan and publicize more widely U.S. programs such as Fulbright and other scholarship and exchange programs.

The U.S. Embassy and the U.S. Department of State have been partnering to address this recommendation. Collaborative efforts include the following:

- The U.S. Embassy EducationUSA Academy: The U.S. Embassy EducationUSA Academy is a training program targeting high school administrators, teachers, and career counselors and held in conjunction with the EducationUSA Expo in Tokyo. Attendees learn about the U.S. education system, study-abroad opportunities, and support services provided by EducationUSA. (Note: This program differs from the similarly named EducationUSA Academy referenced in #1b.)
- EducationUSA Leadership Institute Workshops: Initiated by four Japanese professors who participated in an EducationUSA Leadership Institute in the summer of 2015 at the University of Illinois, two workshops in 2015 and 2016 will bring U.S. experts to Japan to train Japanese university administrators working in study-abroad offices. These workshops are co-funded by the U.S. Department of State Bureau of Education and Cultural Affairs, the U.S. Embassy, and the organizing professors' home universities.

Links to EducationUSA information have been provided in the relevant webpages of MEXT and MOFA, allowing students to access information through multiple channels.

- 2) Encourage U.S. universities to develop and promote non-degree programs featuring English-language, practical business, and other training along with degree/exchange programs, and make students more aware of how to gain provisional acceptance to degree programs (e.g., Bridge and/or Pathway programs).

There are two associations of community colleges in the U.S. that are actively promoting programs for international students that include non-degree, English as a Second Language, Bridge and Pathway programs for international students, including Japanese students. The two associations, Community Colleges for International Development, Inc. (CCID) and American Association of Community Colleges (AACC) are promoting campus internationalization, partnership development, education abroad, resource/professional development and international student recruitment in order to, "enhance the development of a globally competent workforce for the communities they serve." The U.S. CULCON Secretariat is working with

representatives of the two associations to explore areas of collaboration in cultivating partnerships and boosting student mobility.

Until recently, public institutions of higher education in the United States had little financial incentive to enroll Japanese students as *visiting students*, since their budgets were established by state bureaucracies regardless of marginal changes in enrollment. -Enrollments of Japanese students via exchanges were limited to the number of American students studying in Japan— even when there was strong demand from the Japanese side. -The advent of new budget models has created incentives for more of these institutions to set up “visiting student” programs that are providing more options for Japanese students to study at American institutions. -For example, a partnership between the University of Virginia (UVA) and the Japan Study Abroad Foundation will allow a group of Japanese students sponsored by JSAF to enroll students as visitors in the undergraduate program at UVA in a course of study that includes a set of core courses on American Studies.

- 3) Recognizing that Japanese subsidiaries of U.S. firms have a role to play in promoting study abroad by Japanese students, seek their cooperation in efforts to reform the process of recruiting new graduates from Japanese universities.

In response to the issuance by CULCON’s Educational Task Force of its “Report and Recommendations in 2013,” the American Chamber of Commerce in Japan (ACCJ) issued a Viewpoint calling for the global business community in Japan, especially ACCJ member companies, to support the Government of Japan’s commitment to double the number of university students studying abroad by 2020. More specifically, the ACCJ recommended that the global business community in Japan and ACCJ member companies reform new graduate hiring processes to enable and encourage Japanese undergraduates to study abroad. This would include following the Keidanren’s guidelines to postpone the formal recruitment of students until August of their senior year.

The response of the ACCJ members to the Viewpoint was positive, but the number of companies that reformed their hiring calendar was fewer than hoped. The ACCJ will continue its efforts to educate its members about the benefits of postponing its formal recruitment cycle.

In 2015, the ACCJ established a new Education Task Force to look at the intersection of student mobility and the private sector. One of the Education Task Force’s priorities is to establish an ongoing dialogue with similarly-tasked committees in the Keidanren and Keizai Doyukai in order to collaborate on efforts where possible, with a special emphasis on sharing best practices on internships.

- 4) Expand private sector support for U.S.-Japan exchange programs including internships and public-private partnerships such as the TOMODACHI initiative.

The U.S. private sector has shown a greater interest in promoting internships in response to the ETF recommendations. One such effort is the Freeman East Asia Internship Scholarship, funded by the Freeman Foundation. Temple University is awarding scholarship funding to select study abroad students participating in for-credit internships while studying abroad at Temple University, Japan Campus. In addition to their scholarship funding, Freeman Scholars are matched with a professional mentor in Tokyo that they may meet with throughout the semester. The mentor provides guidance on life in Tokyo and the Japanese professional culture as well as general career advice.

5) Enhance efforts to promote the hiring and training of global talent in the United States.

One of the broadest efforts to address this recommendation has come from Institute of International Education (IIE)'s Generation Study Abroad (GSA) program.

GSA's aim is to double U.S. study abroad by encouraging meaningful, innovative action to drive up the number of U.S. students who have the opportunity to gain international experience through academic study abroad programs, as well as internships, service learning and non-credit educational experiences. IIE has committed \$2 million to this initiative over five years, and has established a Study Abroad Fund to provide scholarships to college and high school students and grants to institutions.

To date, more than 600 institutions have pledged to significantly expand study abroad as a vehicle for training global talent.

6) Encourage the continuation and enhancement of a "reverse JET" program organized by the U.S. side that would invite Japanese youth to contribute to Japanese language education in the U.S.

The U.S. Department of State has been addressing this recommendation by making a concerted effort to increase participation in its Foreign Language Teaching Assistant Program (FLTA).

FLTA brings early career teachers of English to teach their native languages at U.S. institutions, while taking academic courses including English, teaching, or U.S. studies. They are also expected to participate in some type of cultural outreach on campus or in their host communities. The FLTA program is part of the Fulbright Foreign Student Program and brings approximately 400 foreign participants to the United States each year from 50 countries. Japan was added as an FLTA country in 2007.

The number of Japanese Fulbright FLTAs has increased in recent years, resulting in an international experience for more young Japanese teachers as well as an opportunity for more U.S. students to gain knowledge of Japan and Japanese language, which will hopefully lead to an increased desire to study in Japan.

- 2011-2012 academic year = 6 FLTAs
- 2012-2013 academic year = 10 FLTAs
- 2013-2014 academic year = 11 FLTAs
- 2014-2015 academic year = 5 FLTAs
- 2015-2016 academic year = 10 FLTAs
- 2016-2017 academic year = 10 FLTAs (expected)
- 2017-2018 academic year = 12 FLTAs (projected)

Follow-up on Recommendations of the 2013 Education Task Force Report:

C. Action for Japan and U.S. Jointly

- 1) Encourage government-to-government strategic dialogue on educational exchange and include the issue in the agenda of a future bilateral summit.

When President Obama and Prime Minister Abe met in April 2014 in Tokyo, they released a joint statement and its Annex, endorsing the goal, established by CULCON, to double the number of two-way student exchanges by 2020. ~~The~~ statement included additional support for people-to-people exchanges, including a Japanese commitment to establish a new internship program and initiatives such as Tobitate, KAKEHASHI, the Fulbright program, and more. (See Appendix 6.)

During their 2015 summit in Washington, D.C., President Obama and Prime Minister Abe again endorsed exchange, noting in their Joint Vision Statement that “we will actively promote people-to-people exchange as a key pillar of our relationship, especially among younger generations.” (See Appendix 7.)

The Government of Japan, in the year of the 70th anniversary of the robust Japan-U.S. relationship, announced its intent to provide up to 3 billion JPY to implement the program KAKEHASHI Initiative toward the Future in order to further strengthen people-to-people exchanges, including efforts to increase student, research, and legislative exchanges.

It was also stated in the FACT SHEET issued during the summit that the U.S. government and the Government of Japan welcome the KAKEHASHI Initiative Toward the Future and the TOMODACHI Initiative and continued efforts by CULCON, which inspired the TeamUp campaign to promote university-to-university partnerships, and programs by the Japan Foundation.

- 2) Expand study abroad opportunities for high school and university students (combined with 3 below)
- 3) Enhance and increase government-funded grants for study abroad, including short-term study scholarships for high school and/or university students.

The Japanese and U.S. governments have made significant progress toward increasing support for study abroad.

The U.S. Department of State’s Bureau of Educational and Cultural Affairs recently launched studyabroad.state.gov, a new web site to assist American students interested in studying abroad. The U.S. Mission to Japan has collaborated with the Japanese government to ensure the site includes up to date information on Japanese scholarships and other programs for U.S. students.

The U.S. government has expanded dates for Japanese students to participate in the Summer-Work-Travel program. Japanese students are now eligible to participate in this program for the maximum allowable period of four months (June 18-October 18).

<http://j1visa.state.gov/programs/summer-work-travel>

The U.S. government has worked closely with the TOMODACHI Initiative to expand youth exchange in recent years. More than 4,500 students have participated in TOMODACHI programs since the public-private partnership began following the 2011 earthquake and tsunami. <http://usjapantomodachi.org/>

In March 2016, the Government of Japan and U.S.-Japan Council (USJC) signed the Memorandum of Cooperation on Enhanced Partnership in Support of the TOMODACHI Initiative and launched the “TOMODACHI Partnership.” Under this partnership, MOFA has worked closely with other concerned ministries and agencies such as MEXT, METI and Reconstruction Agency.

As a partner of the U.S. government, the TOMODACHI Initiative has funded scholarships to allow 11 students studying at Temple University Japan to participate in internships in Japan. This program is a fulfillment of the 2014 Japan and U.S. leaders’ statement “to explore internship opportunities for U.S. youth in Japan.”

The U.S. government continues to fund options for youth exchange. Examples include:

- Kizuna Across Cultures partners U.S. and Japanese high schools in an online language exchange that fosters people-to-people ties. <http://kacultures.org/>
- Youth Leadership: The U.S. government has funded a variety of youth leadership programs that promote priority goals such as women’s empowerment and environmental stewardship. Since 2013, for example, the U.S. government has sent 12 Japanese high school students to the United States to participate in a Study of the U.S. Summer Institute focused on youth leadership. In 2014, the U.S. government funded eight Japanese high school girls together with eight Korean high school girls on a summer leadership program. In March 2015, the U.S. government provided funding to allow three Japanese students to participate in “Our Oceans,” a high school leadership program in the United States with a focus on the environment.
- The U.S. Mission to Japan is funding scholarships to Japanese graduate students focusing on American Studies. This program is administered through the America-Japan Society. <http://ajstokyo.org/en/>

MEXT reports a great deal of progress in this area as well.

“The Second Basic Plan for the Promotion of Education,” approved by the Cabinet on June 14, 2013, calls for a doubling of the number of Japanese overseas exchange students by 2020 (from 30,000 to 60,000 high school students). MEXT promotes overseas exchange for high school students in order to give children at the primary and secondary educational levels the international outlook they need to become active participants in the global arena.

Following are examples of MEXT’s recent efforts to expand study abroad opportunities and to increase funding for study abroad:

- Financial support is provided to high school students studying abroad to cover a portion of the fees incurred via prefectural governments (the budget for FY 2015 is 222 million yen).
- Individuals studying or working abroad are dispatched to schools to give lectures on their experiences and host study abroad fairs (with a FY 2015 budget of 69 million yen).
- MEXT supports efforts by private overseas exchange organizations to bring foreign high school students learning Japanese to Japan for short periods, in addition to supporting prefectural governments that provide opportunities for Japanese people with experience.
- Including high tuition costs, travel expenses, etc., studying in the United States presents a heavy financial burden to students. The Japan Revitalization Strategy, approved by the Cabinet in June 2013, and the Second Basic Plan for the Promotion of Education call for

the establishment of new mechanisms for public-private cooperation to lessen the financial burden on students when studying abroad.

Based on these calls, MEXT increased the number of target recipients for study abroad scholarships in its FY 2014 budget from 10,000 to 20,000 students, and further increased the number in its FY 2015 budget.

In conjunction with this, as described above in Recommendation A.5, MEXT launched in FY 2014 its Japan Public-Private Partnership Student Study Abroad Program – TOBITATE! Young Ambassador Program, a new study abroad support system that utilizes private-sector funding. 364 Japanese students have been granted scholarships through this program.

The U.S. Department of State has also been actively involved in enhancing opportunities for study abroad:

The Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) program, administered by the U.S. Department of Education (ED), makes it possible for candidates for the doctoral degree to carry out their research in Japan and other countries, making use of their advanced language skills and becoming experts in areas of the humanities, social sciences, and STEM fields as they pertain to Japan. ED typically awards some 90 DDRA fellowships annually to U.S. scholars in all regions of the world except Western Europe, the United States and Canada. Since 1964, the DDRA program has made 483 awards to fellows whose research location was in Japan. Currently, six DDRA fellows are conducting their research in Japan.

In addition, the Fulbright-Hays Group Projects Abroad (GPA) program provides opportunities for groups of educators and students to carry out curriculum-development or research projects overseas. In FY 2014, the University of Findlay received funding from the GPA program to take thirteen K-12 educators and administrators to Japan. –The project was designed to provide these educators with the tools and resources they would need to integrate Japanese language and cultural instruction into their K-12 social sciences and humanities classrooms through an interdisciplinary approach.

Among the 100 Title VI National Resource Centers (NRCs)– nationally recognized centers of excellence that provide modern foreign language training and instruction in international and area studies -- are 15 centers that focus their resources on East Asia to produce experts on this world region. –Because overseas experiences are integral to producing experts with breadth and depth of understanding of the world, NRCs establish linkages with institutions and programs overseas to expand study abroad, language training, and research opportunities for undergraduate, graduate, and professional school students. –In FY 2014, faculty from the East Asia NRCs at the University of Utah, University of Hawaii, The Ohio State University, and Michigan State University met with institutions in Japan, including the Inter University Center for Japanese Language Study, Ritsumeikan University, and Waseda University to expand existing relationships and to explore additional study abroad and language training programs.

The U.S. and Japanese governments continue to support exchange through the Fulbright program, which is implemented by the binational Japan-U.S. Educational Commission (JUSEC). Annually, a total of approximately 100 Japanese and Americans receive JUSEC grants to serve as Fulbrighters.

- 4) Encourage U.S. and Japanese campuses to improve their infrastructure for accepting international students.

Under the Top Global University Project, which aims to enhance international compatibility and competitiveness of higher education in Japan, MEXT provides prioritized support for world-class universities and innovative universities leading internationalization of Japanese society. This project began in FY 2014, and will provide financial support for a period of 10 years. Thirteen universities that have the potential to be ranked in the top 100 in world university rankings were selected, and 24 universities that lead the internationalization of Japanese society were selected. It is expected that this project will accelerate thorough efforts for international compatibility and competitiveness of Japanese higher education.

Many U.S. universities have prioritized globalization and internationalization in their strategic plans, seeking to grow the proportions of students studying abroad among their own students and increasing the number of foreign students enrolled as both regular students and exchange students. International Studies Offices with an adequate number of well-trained international educational exchange professionals are essential to achieving these goals, and many universities are improving their staff support in this area both in terms of the quantity and quality. These offices are starting to move beyond the provision of overseas study opportunities, recognizing that the quality of the exchange experience depends on adequate preparation before travel and opportunities to reflect and process the experience upon return. They are therefore starting to offer “wrap-around” curricula on home campuses.

- 5) Actively reach out to students and study abroad advisers and provide them with information about programs and scholarships.

MEXT and MOFA are pursuing several programs to address this recommendation.

Concerning outreach efforts to Japanese students studying abroad, JASSO provides regularly updated essential information on studying abroad, such as information on scholarships, on its website. Particularly in regards to scholarships for overseas study, JASSO has worked to make it easier for students who want to study abroad to get information.

As part of its efforts to create opportunities for young people to study abroad, MEXT launched a study abroad campaign, called the TOBITATE! Leap for Tomorrow! Study Abroad Campaign in FY 2013. MEXT's website has a special TOBITATE! subpage to enable students to easily access information about this study abroad program. MEXT is working to disseminate information about study abroad by providing information on its website concerning scholarships, preparing to study abroad, study abroad events, and so on, as well as providing information on its official Facebook page. Moreover, with the cooperation of supporting companies, MEXT displays posters promoting study abroad at train stations and in trains and posts information in stores and other commercial locations. Cross references and linkages have been provided among webpages developed by the U.S. Government (including Noriko's video series), MOFA and MEXT so that students can access the relevant information more easily.

JASSO is also actively working to disseminate information on studying abroad to Japanese young people through several initiatives, including holding study abroad fairs, at which over 400 students and university-related staff participate; holding briefings on study abroad programs in four major Japanese cities; and setting up booths at relevant events sponsored by official organizations, including the America Expo 2015, which was sponsored by the U.S. Embassy in Japan.

Concerning outreach to students wishing to come to Japan, JASSO provides and regularly updates basic information in English on studying in Japan on its website. JASSO produces a “Student Guide to Japan” in several different languages, and on the website students can download the guide or request that a paper copy be sent by mail, free of charge. The website also provides a guide to Japanese universities, lists of courses offered in English, and other useful information.

MEXT and JASSO representatives attended the NAFSA 2015 Annual Conference held in Boston from May 26 to 29, 2015, the largest gathering of international educators in the world. At the Conference, in collaboration with the Japan Network for International Education (JAFSA), JASSO provided the latest information on Japanese universities and supportive programs for studying in Japan. Sixty-four Japanese universities also participated in the conference and shared information with students. Through their discussions with overseas universities on student exchanges and other programs, the representatives of the Japanese universities strengthened their inter-university ties with their counterparts in the United States and other countries.

The Japanese Embassy and Consulates-General in the U.S. have actively provided U.S. students with information on study-abroad in Japan by the means of school visits and their websites. The Japanese government is working on a more integrated website on study-abroad in Japan with the aim of improved user friendliness for foreign students.

The U.S. and Japanese governments have worked together to ensure that Japanese government websites promoting U.S. study abroad programs cross-reference EducationUSA resources and vice-versa.

Further detail about pertinent programs can be found under Recommendation B.1.

6) Promote regional studies and intellectual exchanges to deepen mutual understanding and encourage study abroad.

To deepen mutual understanding, MOFA and the Japan Foundation (including the Center for Global Partnership) have been supporting Japanese Studies in the U.S. and promoting intellectual exchanges.

In 2015, Japan made contributions to three universities in the U.S. to enhance research activities in the field of modern and contemporary Japanese politics and foreign policy, expecting the contributions will further develop Japanese studies and promote understanding of Japan in the U.S. in the future.

To support Japanese Studies in the U.S., the Japan Foundation implements several projects, including supporting organizations that take a central role in Japanese studies and inviting academics and researchers conducting research to Japan. To promote intellectual exchanges between the U.S. and Japan, the Japan Foundation Center for Global Partnership is supporting major U.S. think tanks and implementing the Abe Fellowship Program and other programs.

In 2015, the Japan Foundation began several new initiatives, including a program that supports research and education in the field of social sciences at universities overseas, including the U.S., in order to promote the understanding of contemporary Japan, and a program that promotes intellectual exchanges between the U.S. and the countries of Southeast Asia in order to develop trans-regional, Japan-related scholarly networks and enhance capacities of researchers.

The U.S. Department of Education’s 15 East Asia National Resource Centers (NRC) are nationally recognized regional studies centers at U.S. institutions of higher education that provide modern foreign language training and instruction in fields in which professionals need a full

understanding of Japan and other East Asian countries. The NRCs promote regional studies by offering an extensive range of courses on Japan. They also carry out research on Japan and the Japanese language, and engage local K-12 educators and other audiences through outreach programs in local communities in the United States. The following list reflects the interdisciplinary nature of the courses offered:

- Topics in Japanese Culture
- Japanese Society in the 21st Century
- Japan in International Relations
- Japanese Business and Public Policy
- Early Modern Japanese History
- Japanese Modernism
- Introduction to East Asian Civilization—Japan
- Japanese Culture through Historical Practices: Tea
- Japanese Companies and Societies
- Japanese Foreign Policy and International Relations of East and Southeast Asia

Since the start of CULCON, intellectual, people-to-people exchange has been one of the major topics of discussion, particularly in the fields of linguistic, artistic, and educational endeavors. These deliberations have evolved and responded to the changing context of bilateral exchanges. At the Executive Session of the Special Seminar held on September 27, 2015, CULCON established the Joint Ad Hoc Steering Committee (ASC) to consider Intellectual, People-to-People Exchange between U.S. and Japan. ASC, from that point on, will follow the issue, analyze the current status of U.S.-Japan intellectual and people-to-people exchange activities, identify and prioritize the areas that should be focused on, and report the recommendations for action to be taken at the Plenary Meeting in June 2016.

For more information about Japan Foundation programs, please see Appendix 8 and 9.

7) Assign merit to high school experience abroad in the Japanese and American university admissions process.

Every year, MEXT recommends that all Japanese universities appropriately evaluate in their admissions process the diverse experiences of applicants, such as experience studying overseas. In such ways, MEXT encourages universities to conduct their admissions process through a multi-faceted and comprehensive assessment of applicants.

Moreover, in order to promote increased student exchanges, in 2014, MEXT revised the system to enable joint degree programs between Japanese and overseas universities.

Top American universities with competitive admissions processes admit students based on a *holistic review*, which takes into account not only test scores and grades but also the distinctive experiences of high school students—including study abroad. Most universities recognize that the experience of studying abroad while in high school, usually living with a host family, gives a young person self-confidence, the capacity for greater empathy, and the ability to communicate across cultural lines, all of which help students succeed in higher education and in work and life.

8) Expand funds and local support for the study and teaching of the Japanese language in the U.S. by various means.

Japanese-language education is an important tool for enhancing mutual understanding and plays a significant role in nurturing Japan experts such as researchers on Japanese study, Japanese arts

specialists, journalists, and leaders in various fields, and is vital to the future U.S.-Japan relationship.

Aiming to promote Japanese language study in the U.S., MOFA has been supporting a number of Japanese speech contests, and the National Japan Bowl, which is a Japanese language and culture quiz contest for American high school students co-organized with the Japan-America Society of Washington, D.C. According to the results of questionnaires distributed at the bowl, more than 70% of the 2015 Japan Bowl participants are interested in studying in Japan during their college years for either short- or long-term. MOFA will continue to work to promote Japanese language education, which may foster motivation for American students to study in Japan.

The Japanese Language Department at the Japan Foundation organizes various programs (see Appendix 8 and 9). These include dispatching Japanese-Language Education Assistants and Japanese-Language Education Interns, and inviting groups of U.S. educational leaders and U.S. high school students learning the Japanese language to Japan.

The Foreign Language and Area Studies Fellowships (FLAS) program, administered by the U.S. Department of Education (ED), provides fellowships for U.S. graduate and undergraduate students to study Japanese and other less commonly taught world languages, both in the United States and in-country. The 15 East Asia NRCs offer academic year graduate FLAS fellowships, academic year undergraduate FLAS fellowships, and summer FLAS fellowships (for graduate and undergraduate students). Academic year fellowships must be used to enroll in both area studies courses and Japanese language training; summer fellowships must be used to enroll in intensive Japanese language training only.

Last year, 38 students used their FLAS fellowships to enroll in academic year (10 students) or summer (28 students) programs in Japan. The overseas institutions FLAS fellows attended included Princeton in Beijing, Princeton in Ishikawa, Waseda University, KCP International Japanese Language School, and the Inter University Center (IUC) for Japanese Language Study. The Inter University Center for Japanese Language Study was the most subscribed program. IUC's program is intended for students who are embarking on careers in Japanese studies or a profession in which fluent Japanese is necessary. The program is designed to bring each participant to a level of proficiency sufficient for academic or professional use. Training focuses on development of the ability to converse in Japanese on specialized subjects, to comprehend and deliver public presentations, and to read and write materials in Japanese in order to function professionally in academia, business, government, and other fields. Many IUC alumni occupy positions of leadership in their respective disciplines and professions.

The Center is the premier American program for the teaching of advanced Japanese and has provided language training to more than 2000 individuals. First established in Tokyo in 1963, the Center now resides in Yokohama, Japan with space, services, and various amenities provided by the municipal government. Support for operations is generously provided by the Japan-U.S. Friendship Commission (JUSFC). The program is governed by an Inter-University Governing Board of scholars representing fifteen universities with strong, established graduate programs in Japanese Studies.

The Title VI East Asia National Resource Centers at institutions of higher education across the United States all teach the Japanese language, and engage local K-12 educators and other audiences through outreach programs in local communities in the United States. In addition, the Title VI Undergraduate International Studies and Foreign Language (UISFL) program provides grants for planning, developing, and carrying out programs to strengthen and improve undergraduate instruction in international studies and foreign languages in the United States. In

FY 2014, Everett Community College received funding to expand its Japanese language and area studies program to help students become proficient with the Japanese language through a blend of online and face-to-face learning. Specifically, the institution has used Title VI funding to: (1) expand the college's capacity to deliver open-sourced, online, hybrid Japanese language courses; (2) increase student persistence from quarter to quarter by expanding their ability to study in the security of their homes at their own pace; and (3) secure several internships with Japanese companies and increase the number of students studying in Japan to increase their language fluency and cultural competency.

In the U.S., organizations such as the American Association of Teachers of Japanese (AATJ), are focusing their efforts on supporting Japanese language studies. AATJ is an international, non-profit, non-political organization of teachers, scholars, and students of Japanese language, literature, and linguistics, which works to promote the study of the Japanese language at all levels of instruction in the field and to broaden and deepen knowledge and appreciation of Japan and its culture. AATJ's ongoing projects include professional development for teachers, research and discussion of Japanese-language teaching methods and materials, support for the AP Japanese Language and Culture Program and other new initiatives for students, and evaluating textbooks and other teaching materials.

In view of the importance of sustaining Japanese Language education in the U.S., at the Executive Session of the Special Seminar held on September 27, 2015, CULCON decided to establish a "Japanese Language Education Committee (JLEC)" as a spin-off from ERC. JLEC will examine the current condition of Japanese language education in the U.S. and for the U.S. citizens in Japan, and provide a report on progress to the Plenary Meeting.

- 9) Expand "JUSTE" (Japan-U.S. Training and Exchange Program for English Language Teachers), a program to bring English-language teachers from Japan to U.S. campuses, and other programs with similar goals

Beginning in FY 2015, MOFA implemented a program called Japan-U.S. Training and Exchange Program for Young Teachers, which sends young teachers to the U.S. and provides them with various opportunities for interactions with Americans in order to deepen their understanding of the U.S. It is hoped that this program will also encourage interest in the U.S. among the next generation, as participating teachers share their experiences with their students after their return.

During FY 2011 to 2014, the JUSTE program (Japan-U.S. Training and Exchange Program for English Language Teachers) sent about 350 young English teachers to U.S. universities for six-month stays. The purpose of this experience was to improve and strengthen their teaching and English communication skills, while deepening their understanding of the U.S. through their interactions with Americans.

- 10) Increase opportunities for non-matriculating students to enroll in semester- or year-long programs through consortia (such as ISEP).

The U.S. Embassy Tokyo and U.S.-Japan Bridging Foundation have partnered to launch the TeamUp campaign, which is designed to cultivate educational partnerships between U.S. and Japanese universities and increase student mobility in both directions. TeamUp has recognized the importance of broadening study abroad opportunities and diversifying student participation. TeamUp will sponsor a June 2016 familiarization tour of Japan for U.S. administrators of minority serving institutions, community colleges, HBCUs and women's colleges. A representative of ISEP, a consortium of 240 U.S. colleges and universities, will also participate in the tour.

The program will include visits to universities and colleges that reflect the diversity of higher education in Japan, as well as meetings with the U.S. Embassy (to learn about U.S.-Japan exchanges) and TeamUp 2015 participants. Participants will learn about the history and contemporary nature of U.S.-Japan higher education exchange and internationalization; meet with peers at Japanese universities to discuss similarities and differences in approaches to internationalization and strategic partnership opportunities; meet with Japanese students to gain a greater understanding of expectations of international students coming to the United States; and develop at least one relationship with a Japanese university to pursue as an opportunity for international exchange.

In order to increase the number of U.S. students studying in Japan through educational partnerships, U.S. and Japanese universities should explore asymmetric student exchange, such as sending American students to attend summer programs in Japan in exchange for Japanese students enrolling in regular courses at U.S. universities. Other options include sending American students to graduate schools in Japan in exchange for Japanese students attending undergraduate courses in the U.S. Asymmetric exchange arrangements allow U.S. universities to send more American students to Japan, which in turn allow Japanese universities to send more Japanese students to the U.S. as Japanese universities have more courses taught in English in summer programs and at graduate schools.

11) Encourage grassroots exchanges and early exposure to each other's culture as additional tools to give incentives for study abroad.

International and cross-cultural experiences at an early age are also important for providing incentives to studying abroad.

The U.S. Mission to Japan has fostered a number of grass-roots initiatives to expand and deepen people-to-people ties. Examples include the following:

- The Friendship-Blossoms Dogwood Tree Initiative, a three-year project in cooperation with the U.S.-Japan Bridging Foundation, through which the United States donated 3,000 dogwood trees to the People of Japan to celebrate the centennial anniversary of Japan's gift of 3,000 cherry trees to the United States in 1912. Made possible through corporate sponsorship and the support of local communities in Japan – including many with sister-city ties in the United States – the Initiative concluded in 2015.
<http://www.bridgingfoundation.org/friendship-blossom-project>
- The U.S. and Japanese governments have provided nominal support for “America in the Schools,” for example, a lesson plan designed to introduce American culture to Japanese elementary schools. “America in the Schools” was created by the Japan-America Society of the State of Washington. <http://jassw.org/en/america-in-the-schools/>
- The U.S. Mission facilitates connections between sister cities and communities with common interests. The Singing Sands Initiative, for example, is a grassroots partnership between schools in Kyotango in Kyoto Prefecture and Manchester-by-the-Sea in Massachusetts. Both communities share a unique type of “singing sand,” and they have used that connection to establish a cultural exchange.

MOFA has been promoting the KAKEHASHI Project as people-to-people exchanges mainly for the young generation. In FY2015, approximately 1,300 U.S. participants from high school to graduates students have been invited to Japan, and approximately 320 Japanese participants from high school to graduates students have visited the U.S. In FY 2016, approximately 1,300 U.S. participants and approximately 1,000 Japanese participants are expected to participate.

MOFA, in collaboration with the Embassy and Consulates in the U.S., organizes school programs as well as cultural events, so that children and young people in the U.S. have opportunities to learn about Japan and Japanese culture. In FY 2015, school programs reached out to almost 11,200 students across the U.S.

The Japan Foundation Center for Global Partnership dispatches coordinators from Japan for two years to promote exchange rooted in the local community for the purpose of deepening American's interest and understanding of Japan at the grass roots level. In FY 2015, more than 77,000 people from the U.S. joined various events they helped coordinate (see Appendix 7 and 8.)

12) Encourage the relevant professional groups to improve transfer of credit for U.S.-Japan study abroad students (such as CHEA, JUAA and NIAD-QE).

Academic institutions in Japan and the United States have recently undertaken several initiatives to facilitate the transfer of credit for overseas experience. For example, the establishment of Memoranda of Understanding between partner institutions or consortium members helps smooth the process. There is also a trend towards faculty-led programs that do not require transfer of credit. In general, difficulties arise when students are required to pay extra tuition fees if credits earned overseas are not recognized by the home institution. Since this is one financial reason why students may hesitate to study abroad, serious discussion is on-going among educational institutions about how to achieve an efficient system for the transfer of credits.

13) Support and raise the visibility of the alumni activities of Japanese and Americans who studied abroad and encourage alumni groups to actively recruit students for the institution they attended.

Both the U.S. and Japanese governments are making efforts to further engage alumni of their programs.

The Japanese Embassy and Consulates in the U.S. are building close relationships with former U.S. students who have studied in Japan and are supporting them in their efforts to form local alumni associations. As of 2015, there is an alumni association called “Amanogawa,” in the jurisdiction of the Consulate-General in Seattle. In FY2015, the Embassy and several Consulates organized networking events for alumni, with the hope that these events will further encourage U.S. students to consider studying in Japan.

Ambassador Caroline Kennedy has convened multiple events for Japanese alumni of U.S. universities and urged them to play an active role in promoting student exchange.

The U.S. Mission to Japan has worked closely with the U.S. College Alumni Network Japan to include alumni in student outreach events, particularly at the EducationUSA Expo. In addition, the U.S. Mission is recording video statements from Japanese alumni and will incorporate these videos into a web site that promotes the value of U.S. education to Japanese youth audiences.

- 14) Expand institutional linkages among the two countries' relevant professional and higher education organizations.
- 15) Promote active and mutually beneficial partnerships between American universities and Japanese universities, and extend the range of institutions included.

In Japan, every year, MEXT issues notifications to all universities recommending that they appropriately evaluate in their admissions process the diverse experiences of applicants, such as experience studying overseas, thus encouraging universities to conduct their admissions process through a multi-faceted and comprehensive assessment of applicants.

-MEXT has revised its guidelines to encourage joint degree programs between Japanese and overseas universities.

Some Japanese and U.S. universities have established strategic alliances based on their long-standing research and educational collaboration. For instance, the University of Tokyo and Princeton University entered into a strategic alliance in 2013 to enhance interdisciplinary research and teaching, which includes exchanges of undergraduate and graduate students.

On the U.S. side, the TeamUp campaign has a several-pronged approach including: the establishment of a bilingual internet-based how-to-guide to building partnerships, the “RoadMap;” convening high-level administrators, faculty and study abroad professionals at special events and professional conferences to educate them about the benefits of partnerships; and launching a June 2016 familiarization tour of Japan for U.S. administrators of minority serving institutions, community colleges, HBCUs and women’s colleges.

The Fulbright Scholar Program has a strong track record of creating and sustaining successful linkages between Japanese and U.S. universities. In addition to engaging in joint research and other projects with faculty colleagues at host institutions, U.S. and Japanese participants play a leading role in encouraging their students to participate in study programs in each other’s countries. The International Education Administrators component of the Fulbright Scholar Program sponsors a study tour of Japanese universities by U.S. college and university administrators that has created lasting partnerships at the institutional level for over 25 years.

Another program that was launched to respond to this recommendation is the American Association of State Colleges and Universities (AASCU)’s ten-day faculty seminar, including visits to three universities in Japan, for ten alumni of its Japan Studies Institute (JSI). (The two week JSI residential program, hosted on the campus of San Diego State University, is multidisciplinary in approach and introduces 20 faculty members to a comprehensive range of teaching and learning resources related to the study of Japan. Participants, taught by scholars, business leaders, artists and journalists, are encouraged to develop strategies for incorporating Japanese studies into undergraduate courses on their home campuses.)

The Faculty Seminar, funded by the Japan-U.S. Friendship Commission, is designed to “increase student and faculty exchanges between the U.S. and Japan by building sustainable academic linkages between AASCU public comprehensive colleges and universities in the U.S. and public/private higher education institutions in Japan.” Established in 2014, the third seminar will take place in summer 2016.

- 16) Encourage key exchange organizations such as the Institute of International Education (IIE) and Japan Student Services Organization (JASSO) to expand cooperation in research, data collection and sharing of best practices, including in methods of data collection to capture non-credit/short-term service learning.

This recommendation has been fully implemented by IIE and JASSO, through reciprocal visits for exchange of information on how each organization collects its data, followed by an in-depth annual data exchange and ongoing dialog. IIE has added questions to its annual Open Doors survey related to noncredit study abroad by U.S. students and recently published an analysis of the data and the challenges of collecting it and defining what it includes. JASSO is an active partner in IIE's Project Atlas and Generation Study Abroad initiatives, sharing its data and expanding its web-based information resources on study opportunities in Japan for Americans and other international students, including programs taught in English.

- 17) Establish metrics and measures to assess progress toward reaching the goal of increasing U.S.-Japan student exchanges and annually share information on both sides.

At its 2014 plenary session, CULCON agreed it would undertake a periodic review of the implementation of the ETF recommendations and established the CULCON Educational Exchange Review Committee (ERC) for this purpose. The ERC met in January 2016 to assess the situation and determine whether there is any evidence of progress in each of the recommendations. The ERC has reached out to stakeholders and experts to accurately assess progress in each of the recommendations. This report of the ERC is an effort to track and report on progress towards the goal of doubling U.S.-Japan student mobility.

Analysis and Conclusion

Since the release of its “ETF Report and Recommendations” to U.S. and Japanese state leaders in 2013, the Japanese and United States governments, academic institutions, and private sectors have taken tangible steps towards the goal of doubling two-way student exchange by 2020. The impact of individual and collective actions of all of these stakeholders has the potential to significantly increase student mobility in both directions, and the ERC is beginning to see progress towards this goal.

The ERC welcomes the actions taken by the leaders of the two countries, such as joint statements and the Annex issued by President Obama and Prime Minister Abe, which endorse the goal set by CULCON to double the number of student exchanges between the U.S. and Japan. It also welcomes the efforts made by the U.S. and Japanese governments and private sectors.

On the Japanese side, the government has made substantial investments to improve English language education, globalize Japanese universities, and encourage the private sector in Japan to accommodate and encourage study abroad. MOFA and the Japan Foundation have also taken steps to promote grassroots exchanges, cultural and intellectual exchanges, as well as Japanese language education and Japanese studies in the United States. MOFA has also been promoting the KAKEHASHI Project, which offers people-to-people exchanges, mainly for middle school to university students, thereby reaching a younger generation.

On the U.S. side, the government has redoubled its efforts to educate Japanese students about the diversity of opportunities in U.S. institutions through EducationUSA and created a major campaign to improve Japanese language education and to cultivate educational partnerships through TeamUp. On both sides, there has been a marked rise in the number of scholarships for overseas study and other experiences. There has also been an increased focus on service learning and internships and, most notably, short-term programs ranging from a few weeks to a couple of months.

The private sectors on both sides are demonstrating a greater appreciation for the training that an overseas experience has to offer potential employees and are working more closely to raise funds for scholarships, develop more robust internship programs and tackle the infrastructural challenges presented by the Japanese recruitment calendar.

At academic institutions in Japan and the United States, there has been a virtual explosion of programs to internationalize campuses, to partner with counterpart institutions, and to adopt innovations in overseas programs. In addition, a lively discussion on the responsibilities of universities to prepare their students to participate successfully in a global workforce is taking place among educators and administrators.

Finally, the ERC has found that while the traditional model of a reciprocal one-semester or academic year of study abroad experience is still the goal; there is growing demand for shorter-term experiences abroad. The exciting news is that innovations in student mobility are resulting in short-term programs with the kind of impact formerly found only in long-term ones, and long-term programs that reach new depths. Both lead to greater knowledge and connectivity between the United States and Japan.

Increasing participation in study abroad from the United States to Japan will require creating new programs that are distinct from the traditional "area studies" model where students come to

Japan to study language, culture, literature, and history of Japan. A growing proportion of American students are STEM majors, and these students need courses of study in Japan that will enable them to keep up with the sequence of courses needed in their science and engineering majors. Some universities in the United States are pioneering these models.

There are many inactive exchange agreements between U.S. and Japanese universities. However, agreements that are more innovative and flexible, such as asymmetric exchanges, could lead to reactivation of these partnerships.

The ERC recognizes that in order to grow numbers beyond the traditional constituency of Japanese language and Japanese studies students in the United States, it will be necessary to create programs that draw in general education students in the first or second year of study—before they have chosen a major. These students might take introductory Japanese while studying in Japan, but they need courses in English that satisfy their general education requirements. More Japanese universities are offering courses that potentially fit this need, but these students will only flow to Japan if U.S. institutions set up programs designed to appeal to first- and second-year students by integrating study abroad into general education. The University of Virginia has set up such a program that could send up to 10 students to Japan in the fall of 2017. This program could serve as a model for other institutions.

Another area of potential growth in the flow of young people in the United States to Japan is in the gap year (after high school and before college) and in the year immediately after college, when many U.S. students have not yet secured full-time employment. This kind of arrangement might lead to significant annual flows of young people taking advantage of these new opportunities.

This report features highlights of our progress to date and identified the following areas of opportunity:

- Internships
- Working holidays
- Innovative exchanges that address inactive agreements
- Encouraging students not majoring in Japanese studies to study in Japan
- Improving the quality and accessibility of information related to student exchange

In brief, internship programs have the potential to increase short-term mobility both ways, and expansion of internship opportunities should be encouraged. There are many inactive exchange agreements between U.S. and Japanese universities; developing agreements that are more innovative and flexible, such as an asymmetric exchange, could re-activate these partnerships. A broad range of American students, including STEM major students, should be encouraged to study in Japan. In addition to improving the quality of various webpages, on-going initiatives to establish links among webpages developed by the U.S. government, MEXT and MOFA to provide easier access to information on opportunities in both countries should be encouraged. In addition, it is important to continue to examine ways to improve English language training in Japan.

Based on an in-depth analysis of the data provided by the governments, academic institutions and private sectors in both countries, the ERC concludes that, “although we need to keep in mind the reality of steep declines which preceded the 2012 ‘baseline’ figure of this report, the evidence suggests some positive signs towards achieving the goal of doubling the numbers from Japan to the U.S. since 2012.” Regarding the mobility of U.S. students in Japan, the ERC concludes, “[the doubling of] Americans studying in Japan in 2020 could be achieved, so long as current trends continue.” The level of activity the ERC is witnessing and encouraging has not yet had time to

translate into a significant increase in student mobility, but the ERC is hopeful that, in the aggregate, these efforts will yield positive results that grow a next generation of citizens who are global-minded and capable stewards of the future U.S.-Japan relationship.

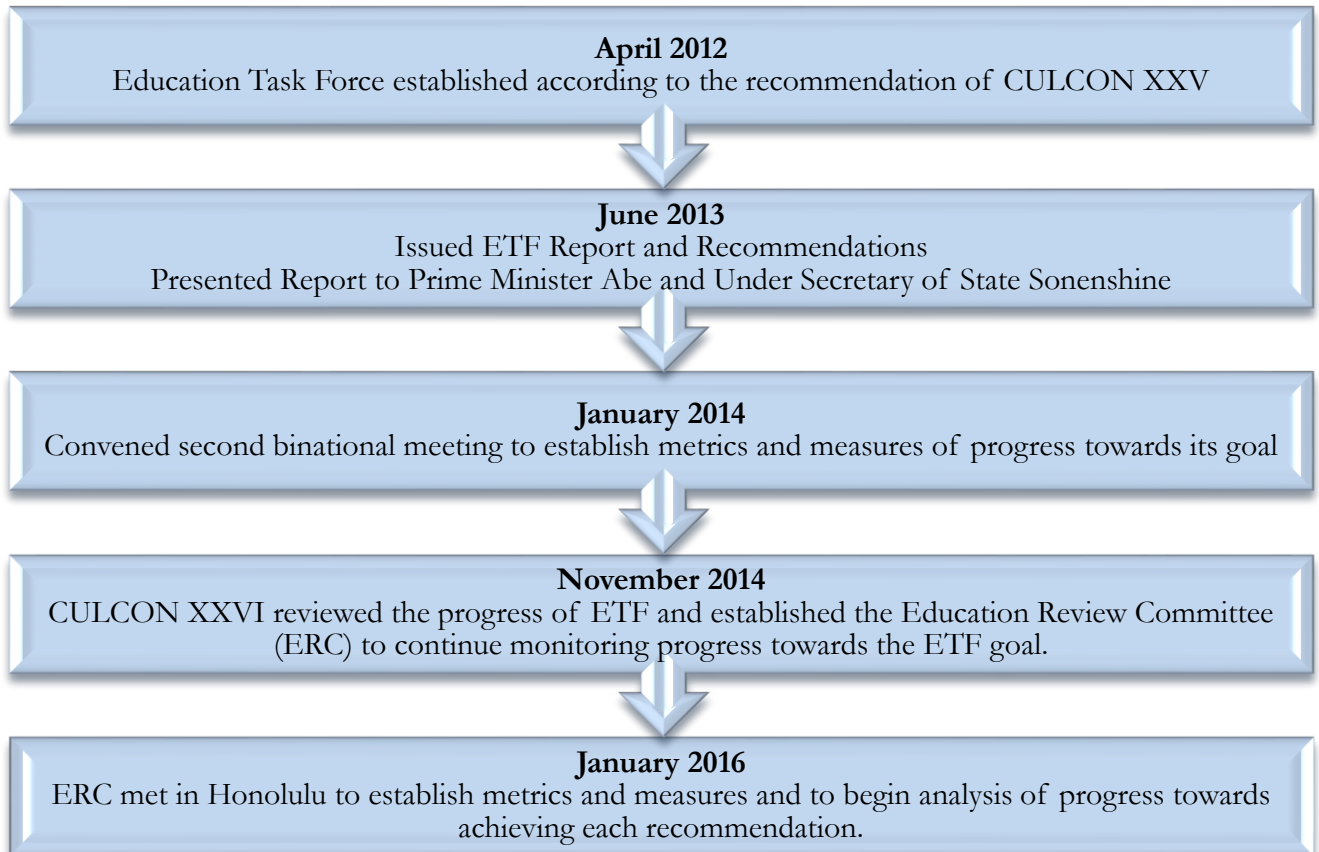
CULCON Educational Exchange Review Committee Members

as of June 17, 2016

JAPAN:	
Dr. Masako Egawa Co-chair	Professor, Graduate School of Commerce and Management, Hitotsubashi University; Japan CULCON Panelist
Mr. Isao Kiso Advisor	President, Chiba Institute of Science; Japan CULCON Panelist
Mr. Kazuyuki Kinbara	Senior Advisor, International Affairs Bureau, Keidanren (Japan Business Federation)
Mr. Hideaki Matsugi	Director, Office for International Cooperation Planning, International Affairs Division, Minister's Secretariat, MEXT
Mr. Daisuke Okabe	Director, Cultural Affairs and Overseas Public Relations Division Minister's Secretariat, Ministry of Foreign Affairs
Mr. Yutaka Maeda	Chief Administrative Officer, Planning and Research Unit, Information Service Division
UNITED STATES:	
Dr. Len Schoppa, Jr. Co-chair	Director, Woodrow Wilson Department of Politics, The University of Virginia; U.S. CULCON Panelist
Ms. Peggy Blumenthal	Senior Counselor to the President, Institute of International Education (IIE)
Ms. Margot Carrington	Minister Counselor for Public Affairs, U.S. Embassy Tokyo
Mr. Anthony Koliha	Director, Office of Global Education Programs, Educational and Cultural Affairs Bureau, U.S. Department of State
Dr. Susan Pharr	Edwin O. Reischauer Professor of Japan Politics, Harvard University; former ETF and U.S. CULCON Panel
Mr. David Sneider	Partner, Simpson Thacher & Bartlett LLP; U.S. CULCON Panelist

Appendices

1) Appendix: ETF/ERC Timeline



2) Appendix: Data Grids on Student Mobility

U.S. Students in Japan		Baseline number					
	<i>Type of experience abroad</i>	<i>Spring 2012</i>	<i>Spring 2013</i>	<i>Spring 2014</i>	<i>Spring 2015</i>	<i>Change (from Baseline)</i>	<i>Percent Change (from Baseline)</i>
1.)	Enrollments in host universities (JASSO Data)	2,133	2,083	1,975	2,223	90	4%
	a) Undergraduates	294	317	291	315	21	7%
	b) Graduates/post-grads	260	270	292	298	38	15%
	c) Non-degree study	1,098	1,079	972	1,164	66	6%
2.)	Intensive language study in Japanese Language Institute (JASSO Data)	156	192	177	200	44	28%
3.)	Study abroad for academic credit (OD data: students not necessarily enrolled in Japanese universities)	5,283	5,758	5,978		695	13%
4.)	Study abroad non-credit (work, internships and volunteer abroad) –OD survey of 300+ US U.S. campuses	<i>Unknown</i>	182	597		415	228%
5.)	Short-term study tours without student visa, enrollment in host higher educational institutes (no credit received (often led by home campus faculty member) (JASSO Data :April ~March)	739	1,264	1,137	1,187	448	61%
6.)	Short-term experience*: TOMODACHI	n/a	197	282		85	43%

Japanese Students in the U.S.		Baseline number					
	Type of academic experience abroad	<u>Spring 2012</u>	<u>Spring 2013</u>	<u>Spring 2014</u>	<u>Spring 2015</u>	<u>Change (from Baseline)</u>	<u>Percent Change (from Baseline)</u>
7.)	Enrollments in host universities (OD data**)	18,373	17,938	17,876	17,779	(594)	-3%
	a) Undergraduates	9,359	9,126	9,155	8,877	(482)	-5%
	b) Graduates/post-grads	4,403	3,944	3,562	3,290	(1,113)	-25%
	c) Non-degree study	4,611	4,868	5,159	5,612	1,001	22%
8.)	Intensive language study	5,502	10,047	11,258	10,977	5,475	100%
	reference dates for #9 only:	<i>(Jan-Dec 2011)</i>	<i>(Jan-Dec 2012)</i>	<i>(Jan-Dec 2013)</i>	<i>(Jan-Dec 2014)</i>		
9.)	Work experience related to study (OPT***)	1,593	1,630	1,458	1,285	(308)	-19%
10.)	Study abroad for academic credit approved by the Japanese university (enrolled in university) (JASSO Data)	8,602	10,355	11,005	12,434	3,832	45%
11.)	Study abroad which the credit is not approved by the Japanese university (JASSO Data)	3,678	5,067	5,789	6,335	2,657	72%
12.)	Total (JASSO Data: April ~ March)	12,280	15,422	16,794	18,769**	6,489	53%
13.)	Professors conducting teaching/research abroad for a semester or 1-2 years (Open Doors data)	4,783	5,014	4,705	4,511	(272)	-6%
14.)	Secondary students abroad (Open Doors data, based on SEVIS and other sources)	<i>Unknown</i>	1,959	2,092		133	7%
	reference dates for # 15 only:		<i>(fall 2013)</i>	<i>(fall 2014)</i>			
15.)	Students study abroad through MOU agreements with partner universities	8,602	10,355	11,005	12,434	2,403	28%

16.)	Students study abroad without MOU agreements with partner universities.	3,678	5,067	5,789	6,333	2,111	57%
17)	Short-term experience*: TOMODACHI	835	460	1,060		226	27%

*At present there are no aggregate numbers available for short-term experiences in either direction. We include TOMODACHI here as an example of a short-term program that is successfully introducing Japanese and U.S. youth to the other country. This program was created in response to the the 3/11/11 disasters in Japan.

**Total number of American tertiary education students in Japan at its peak in 2009-10 was 6,166, dropping after March 2011 triple disaster in Japan which closed many programs for U.S. students in Japan, but now rebounding

***Total number of Japanese tertiary education students in the U.S. (those enrolled plus those in OPT, #11 + #12) was 19,064 in Spring 2015 (-1.4%) according to IIE's Open Doors survey

Total number of Japanese tertiary education students in the U.S. at its peak in 1997-98 was 47,072 per OD.

3) Appendix: Review Process Charts

4) Appendix: Keidanren Recruitment Guidelines (A.4.)

Policy Proposals Labor Policy Guideline on Recruitment and Selection

Keidanren

Revised as of December 7, 2015

With regard to recruitment and selection for undergraduate and postgraduate students who are supposed to graduate universities or complete master's courses and commence employment in fiscal 2017, companies shall pay sufficient attention to the following points and act on the rules of self-responsibility.

Additionally, companies shall refer to the accompanying guidance to this guideline in practice.

1. Assurance of Fair and Impartial Recruitment

Companies shall strive to assure a fair, impartial, and transparent recruitment process, conducting recruitment and selection in line with the Equal Employment Opportunity Law, the Employment Measures Act, and the Act for Employment Promotion etc. of Youth, and shall strictly refrain from taking part in any actions that hinder students' participation in a free job-seeking process (requesting a letter of commitment oath before the official date for tendering job offers, etc.). In addition, companies shall note that students suffer from no disadvantage due to the location of their universities.

2. Assurance of the Sound University Education and Learning Environment

Based on the concept of higher education, which aims—by developing students' knowledge, abilities, and character over a full period of university study—to cultivate human resources who can contribute to society, companies shall, in their recruitment and selection, cooperate to ensure a proper university education and learning environment, and shall respect the academic schedules of universities and other educational institutions.

3. Date of Commencement of Recruitment and Selection

In order to ensure that students devote to schoolwork as their main objective, recruitment and selection before the following commencement dates are strictly prohibited.

Commencement of public relations:

On March 1 or later, directly prior to the start of the academic year in which students are scheduled to graduate or complete their master courses

Commencement of selections:

On June 1 or later of the academic year in which students are scheduled to graduate or complete their master courses

Additionally, companies make efforts to take the specific circumstances of students into consideration during the recruitment and selection processes.

4. Date of Preliminary Job Offers

Preliminary job offers are to be made on October 1 or later of the academic year in which the students graduate or complete their master courses.

FINAL

5. Provision of Diverse Opportunities for Employment Screening

Companies shall strive to take students with experience of studying abroad into consideration.

Companies shall also strive to provide diverse opportunities (such as autumn or year-round hiring, etc.) for the students who are scheduled to graduate at different times, and unemployed graduates.

Keidanren Global Career Meetings held to date:

- Date : August 4,2012, July 31,2013, July 18,2014, Place ; Keidanren Kaikan
July 21,2015 Place at UDX Akiba Square, Akihabara
- Exhibiting companies : 34 Keidanren member companies in 2012,
30 companies in 2013, 30 companies in 2014, and 28 companies in 2015.
- Participating students : 280 (in 2012), 227 (in 2013), 258 (in 2014), 311(in 2015)

5) Appendix: Noriko Video Series (B.1.a.)

Noriko's Study Abroad Video Series

(Total 437,076 views as of January 5, 2016)

Purpose: To familiarize Japanese youth (15-35) with the concept of studying in the United States by providing step-by-step instructions in a narrative video series. The video series shows how Noriko, a female college student in her twenties, decides to study in the U.S. and what she needs to do to prepare for her trip prior to her departure from Haneda Airport.

Episode 1: "I Want to Study in the U.S.!"

This video introduces benefits of studying in the U.S. and addresses some common concerns. The Embassy's social media friendship ambassador TOM tells Noriko about "AMERICA EXPO," a comprehensive study abroad fair hosted by the U.S. Embassy Tokyo. (Released on April 9, 2014)

Without subtitles: <http://youtu.be/4HzZtTRIXM8> (14,677 views)

With English subtitles: <https://vimeo.com/90519335> (1,592 views)



Episode 2: "Let's Go to AMERICA EXPO and EducationUSA!"

In this video, Noriko goes to the AMERICA EXPO and an EducationUSA Advising center. The video introduces free services sponsored by the U.S. government to give Japanese students the information they need to study abroad. After receiving advice and doing more research, Noriko finally obtains her parents' support to study in U.S. (Released on April 17, 2014)

Without subtitles: <http://youtu.be/tOc74WMNgxE> (8,276 views)

With English subtitle: <https://vimeo.com/91907492> (470 views)



Episode 3: "How to Prepare for Applying to College in the U.S."

This video introduces the steps leading up to the college application process, such as taking the TOEFL test. Noriko becomes discouraged during the process and argues with TOM. TOM takes Noriko to Miraikan to meet retired Astronaut Naoko Yamazaki, who encourages Noriko to follow her dream. As a result, Noriko rediscovers her passion to study in the U.S.

(in post- production)



Episode 4: "TOM's Lesson on Filling Out the DS-160 Online Visa Application Form"

This video helps demystify the U.S. visa application process by showing students that they don't need to pay outside agents to apply for student visas because they can do it on their own. The video includes step-by-step instructions on how to fill out the D-160 form online. (Released on April 16, 2014)

Without subtitles: http://youtu.be/S_mhZjpPnuY (136,661 views)

With English subtitles: <https://vimeo.com/97905504> (3,786 views)



Episode 5: "TOM's Lesson on Paying Visa Application and SEVIS Fees Online"

This video demystifies the visa application process by showing students that they don't need to pay outside agents to pay visa application and SEVIS fees online. This



video includes step-by-step instructions on how to make online payments of DS-160 and SEVIS fees. (Released on December 8, 2014)

Without subtitles: <http://youtu.be/Td62B2q8onk> (39,459 views)

With English subtitles: (in post-production)

Episode 6: “Preparation for Visa Interview – Noriko’s Nightmare”

This video demystifies the visa process by showing applicants what they need to do to prepare for their visa interview. After that, the video transitions to Noriko’s visa interview day with a series of comedic nightmare scenes to show that many people’s excessive concerns about the visa interview are not warranted.

(in post-production)



Episode 7: “Noriko’s Visa Adventure”

This video demystifies the visa interview process by showing what a visa interview is like through step-by-step explanations by TOM, who appears in this video as an animated character. (Released on June 14, 2013 and updated on June 3, 2014 due to change in the check-in policy).

OLD: <http://youtu.be/GxOZrZegdTk> (151,277 views)

New: <http://youtu.be/bImDRrBDxnU> (84,878 views)



Episode 8: “Departure to the U.S.!”

The night before Noriko leaves for the U.S., she has a surreal dream –Ambassador Kennedy suddenly appears on her home TV and tells her how great her study abroad experience will be. Also, American college Alumni appear to alert her not to forget her I-20. She wakes up next morning and goes to Haneda airport to depart for America.

(in post-production)



6) Appendix: Annex of the U.S.-Japan Joint Statement in 2014: Leaders Statement on U.S.-Japan Bilateral Exchanges (C.1.)

Broad people-to-people exchange between Japan and the United States has been a key pillar of our Alliance since its inception. Close ties and shared values between the people of the United States and the people of Japan form the foundation of the global partnership between our nations.

To ensure the future strength of the U.S.-Japan relationship, the two governments share the goal, established by the U.S.-Japan Conference on Cultural and Educational Interchange (CULCON), of doubling two-way student exchange by the year 2020.

Recognizing that people-to-people exchange is an irreplaceable investment in the future of the Alliance, President Obama and Prime Minister Abe announced their intent to create a new bilateral exchange program that would enable Japanese youth to visit the United States, enhance their English language abilities, and develop professional skills through internship opportunities. The leaders also intend to explore internship opportunities for U.S. youth in Japan.

Furthermore, Japan is going to send 6,000 Japanese students to the United States in fiscal year 2014 through student exchange support programs, including public-private partnerships such as the TOBITATE! Young Ambassador Program, further contributing to reaching our shared goal established by CULCON. Japan and the United States also plan to explore new avenues for exchange, including support for Japanese researchers and programs linking the next generation of Japanese and U.S. leaders and friends.

The Japanese government's program inviting Japanese-American leaders to Japan has promoted broad understanding and support for the U.S.-Japan Alliance. Building on this successful effort, Japan intends to broaden the scope of this initiative in fiscal year 2014 to further deepen mutual understanding.

The Japanese government's ongoing KAKEHASHI Project, under which a total of 4,600 young Japanese and U.S. citizens are expected to visit each other's countries in exchange programs, has made a significant contribution to fostering mutual understanding. In addition, following the March 2011 Great East Japan Earthquake, the U.S. government and the U.S.-Japan Council launched the TOMODACHI Initiative, a path-breaking public-private partnership that engages the private sector in promoting U.S.-Japan youth exchange. To date, with the support of over eighty U.S. and Japanese companies, organizations, and individuals, more than 2,300 Japanese and U.S. youth have participated in TOMODACHI exchange programs.

These initiatives build on established programs, such as the binational Fulbright Program, which has benefited nearly 10,000 Japanese and U.S. students and scholars over more than 60 years; the Japan Exchange and Teaching (JET) Program; the Student Exchange Support Program and the Japanese Government Scholarship provided by the Japanese Ministry of Education, Culture, Sports, Science and Technology; the National Science Foundation's Summer Institutes in Japan, funded in cooperation with the Japan Society for the Promotion of Science; the Japan-U.S. Training Exchange Program for English Language Teachers (JUSTE); and the Mansfield Fellowship Program. These programs have for years expanded and strengthened people-to-people connections between our countries.

These government programs are complemented by the many non-governmental programs linking the people of our two countries, such as the Japan-America Societies, the U.S.-Japan Council, and the more than 400 sister-city and sister-state and prefecture relationships between Japan and the United States. Such programs are indispensable, as are the dozens of academic associations,

university linkages, and privately-funded exchanges, for example the Crown Prince Akihito Scholarship; the United States-Japan Bridging Foundation Scholarships, the Grew Bancroft Scholarship; and the Japan-America Student Conference, which celebrates its 80th anniversary this year. Japan and the United States aim to further encourage new and expanded non-governmental dialogues to bring together opinion leaders from both nations.

Symbolizing the grassroots friendship uniting our nations, the U.S. government and a range of private sector partners have created the Friendship Blossoms Initiative, which is currently planting 3,000 American dogwood trees throughout Japan on behalf of the people of the United States, to reciprocate the City of Tokyo's gift of 3,000 flowering cherry trees to Washington, DC in 1912. The 1912 gift from Japan is celebrated each year during the National Cherry Blossom Festival, an iconic spring event in Washington, D.C.

The President and Prime Minister welcomed the invigoration of exchanges between the U.S. Congress and the Diet of Japan, praising the work of the U.S.-Japan Caucus and the Congressional Study Group on Japan in the United States Congress, the Japan-U.S. Parliamentary Friendship League in the Diet of Japan, as well as the U.S.-Japan Legislative Exchange Program and the Japan-U.S. Senate Inter-parliamentary Conference. Nearly 200 Diet Members visited the United States in fiscal year 2013, and the number of Members of Congress visiting Japan in 2013 more than doubled over the previous year and continues to increase in 2014.

Finally, the United States and Japan note that millions of Japanese and U.S. citizens visit each other's country every year to visit family and friends, enjoy tourist sites and cultural experiences, and conduct the business transactions that underpin the tight economic relationship between two of the world's largest economies. To facilitate this travel, the United States and Japan plan to expedite work to establish a reciprocal arrangement, including through Japan's participation in the U.S. Global Entry program, to streamline border formalities for trusted travelers from both our countries, and to make travel between the United States and Japan easier, faster and more secure.

7) **Appendix: Extract from the FACT SHEET: U.S.-Japan Cooperation for a More Prosperous and Stable World (C.1.)**

Issued during the summit meeting in 2015

Expanding Bilateral Economic and People-to-People Ties

The United States and Japan are two of the world's largest economic powers - accounting for nearly 30 percent of global GDP - and our economies are deeply intertwined through trade and investment. This deep economic integration has been an extraordinarily positive force for job creation, wage growth, innovation, and enhanced prosperity for both countries. To further develop those bonds, the United States and Japan endeavor to:

- Further deepen our economic ties. In 2014, our two-way goods and services trade was \$279 billion. The United States has accumulated foreign direct investment in Japan of \$123 billion, while Japan is the second largest foreign investor in the United States, with investment stock of nearly \$350 billion.
- Enhance cooperation and collaboration between SelectUSA and Invest Japan, noting the importance of our strong and growing bilateral investment relationship.
- Facilitate expedited travel by Japan's participation in the U.S. Global Entry Program and U.S. participation in Japan's Trusted Traveler Program.
- Expand cooperation in infrastructure development in our respective countries including high speed rail projects, recognizing the importance of developing high speed rail as an investment in the future growth of our economies.
- Continue to strengthen people-to-people ties, including efforts to increase student, research, and legislative exchanges. Welcome the "KAKEHASHI Initiative toward the Future" and the "TOMODACHI Initiative," and continued efforts by the U.S.-Japan Conference on Cultural and Educational Interchange, which inspired the "Team Up" campaign to promote university-to-university partnerships and programs by the Japan Foundation.

8) Appendix: Japan Foundation Japanese Studies and Intellectual Exchange Programs (C.6.)

A. Japanese Studies

The Japan Foundation implements the following programs to promote Japanese studies in the U.S.

1. Institutional Project Support Program:

The Japan Foundation provides, as a rule, a three year grant for organizations which take a central role in Japanese studies. The grant covers the costs for the strengthening of the research foundation and those for human resource development. Grants were provided to 13 organizations in FY 2014. Furthermore, from FY 2012, an additional small scale grant (with an upper limit of \$25,000) was begun. The grant does not call for matching funds on the part of the requesting organization, as is usually required, and funding is also provided flexibly for single year projects. 3 projects received such small scale grants in FY 2014.

2. Japanese Studies Fellowship:

This is a program to invite academics and researchers conducting research in Japan. The greatest number of fellows is selected from the U.S. A total of 114 people were selected globally in FY 2014, of which 24 were fellows from the U.S.

B. Intellectual Exchange

The Japan Foundation Center for Global Partnership,(CGP) implements the following programs to promote bilateral intellectual exchange.

1. Supporting major U.S. Think-Tanks (Brookings Institution and Carnegie Endowment for International Peace)

2. Abe Fellowship Program

Fellowship Program to support international multidisciplinary research on topics of pressing global concern, operated by The Japan Foundation Center for Global Partnership (CGP) and Social Science Research Council (SSRC). In FY2015, 12 researchers and 4 journalists were awarded fellowships. To date, the program has produced total of 391 fellows who are influential voices in the U.S. and Japanese policy fields.

U.S.- Japan Network for the Future Program

Focusing on young to mid-career specialists who represent the next generation of American public intellectuals and who have interest in Japan. The Japan Foundation Center for Global Partnership (CGP) offer them opportunities to participate in a study trip to Japan and workshops in the U.S. in partnership with the Maureen and Mike Mansfield Foundation. In FY2015, 13 scholars were selected as the Cohort III of the Program.

3. Grant Program for Social Science Research and Education on Contemporary Japan

Designed to promote the understanding of contemporary Japan through research and education in the field of social sciences at universities overseas including the U.S. The Japan Foundation Center for Global Partnership (CGP) provides grants to 4 U.S. universities.

C. Intellectual Exchange with U.S. and Southeast Asia

The Japan Foundation started the following programs to promote mutual intellectual exchanges with the U.S. and Southeast Asia.

1. U.S.-Southeast Asia-Japan Collaboration and Exchange Initiative

Designed to bring together Japan scholars and graduate students from the U.S., Southeast Asia and Japan in order to create a network and to enhance capacities of researchers, the Japan Foundation offered the Summer Institute in Japan, travel grants for participants in Academic Conference held in the U.S, and so forth.

2. U.S.-Southeast Asia-Japan Collaboration and Exchange Initiative (Grant)

Designed to promote scholarly network among Japan scholars from the U.S., Southeast Asia, and Japan, the Japan Foundation called for proposals of the U.S. institutions in FY 2015 for grants to be given in FY 2016.

9) Appendix: Japan Foundation Japanese Language-Related Programs (C.8.)

(1) Japanese-Language Education Assistants Program (J-LEAP)

In order to strengthen the support for Japanese language education in the U.S, the Japan Foundation started a program in FY 2011 to dispatch young Japanese-language teaching assistants (aged 35 or younger) who wish to work as assistant teachers in the U.S. with the intention of continuing their teaching career to primary and secondary educational institutions in the U.S. The duration of these dispatches is a maximum of two years. The number of assistants dispatched has been 15 during the first fiscal year in 2011, 10 during the second fiscal year in 2012, 11 during the third fiscal year in 2013, 9 for the fourth fiscal year in 2014, and 10 for the fifth fiscal year in 2015.

(2) Dispatching Abroad Program of Japanese-Language Education Interns to Overseas Partner Institutions

This program dispatches undergraduate and graduate student interns, who major in Japanese language education, to overseas institutions with Japanese language teacher training courses through collaboration between those universities and institutions. A special quota for the U.S. was established at the beginning of FY 2011, and the number dispatched so far has been 37 interns in FY 2011, 32 in FY 2012, 47 in FY 2013, 26 in FY 2014, and 38 in FY 2015 (according to the plan for the beginning of that year).

(3) Publication of collection of research papers in collaboration with the American Association of Teachers of Japanese

A collection of research papers on the history and present state of Japanese-language education in the U.S. was compiled in collaboration with the American Association of Teachers of Japanese (AATJ), an organization which was founded in FY 2012. The collection is available from the websites of both the Japan Foundation and the AATJ.

(4) Invitations for groups of U.S. educational leaders

This program invites influential local leaders, including principals and superintendents of education, from primary and secondary schools that are considering the establishment of 65 Japanese language classes or the expansion thereof. In FY 2013, 14 people were invited for a visit of 10 days in July, while another 14 people were invited for a 9-day visit in June, FY 2014. (FY 2015 was only for evaluation, therefore no facts.)

(5) JET Memorial Invitation Program for U.S. High School Students

This is a program to invite high school students learning Japanese language to visit Japan. The aim of the project is to foster Americans who can serve to help connect Japan and the U.S. in the future, while commemorating the achievements of the two assistant English teachers who lost their lives in the Great East Japan Earthquake, Ms. Taylor Anderson and Mr. Montgomery Dickson, who were in Japan under the JET program. In FY 2014, 32 students selected from the U.S. visited Japan for two weeks in July. The program began in FY 2011 and continues for five years.

(6) Program for JF Nihongo Network Development

This program which was begun in FY 2007 supports the creation of a network of JF Japanese language organizations in order to carry out projects with spreading effect. There are currently 26 member organizations in the U.S. Nihongo-Network including the Japan Foundation Los Angeles office. In FY 2015, projects such as the grant program of Japan Foundation Los Angeles office, and 2015 The annual Conference of FLAVA (Foreign Language Association of Virginia) / MAATJ (Mid-Atlantic Association of Teachers of Japanese) by Department of East

Asian Languages and Cultures Georgetown University and Workshop on Japanese Extensive Reading by University of Southern California were granted under this framework.

(7) JF language courses

JF Japanese language classes are held for general learners at the Japan Foundation offices in New York and Los Angeles.

10) Appendix: Japan Foundation CGP Grassroots Programs (C.11.)

1. Japan Outreach Initiative (JOI) Program

The Japan Foundations Center for Global Partnership (CGP), in partnership with the Laurusian Institution, dispatch coordinators for 2 years to promote exchange rooted in the local community for the purpose of deepening the interest and understanding in the U.S. at the grass roots level. In FY 2015, 4 new and 10 continuing coordinators were dispatched and more than 53,000 people (as of Jan. 2016) in the U.S. joined various events they helped to coordinate. The total number of coordinators dispatched in this program since its establishment in 2002 amounts to 55.

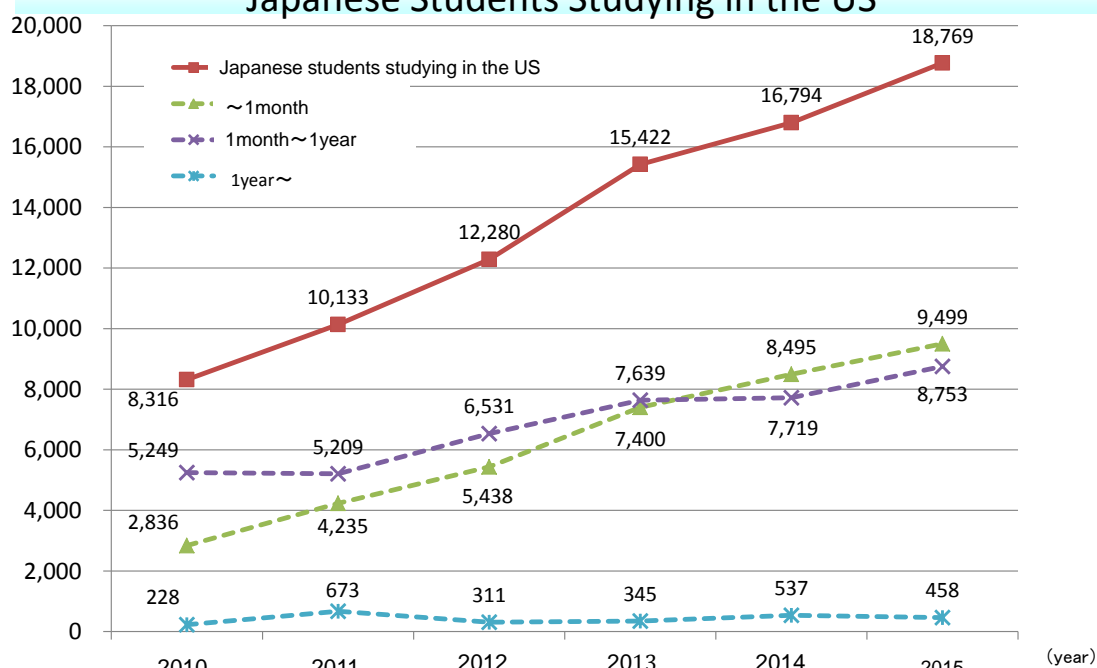
2. Grant program for U.S. – Japan Grassroots Exchange

Providing grants for community and grassroots exchange, understanding of Japan in the educational domain. In FY2015, a total of 31 grants were awarded.

11) Appendix: Numbers of Students (JASSO Source)

Numbers of Students Studying Abroad [Source : JASSO]

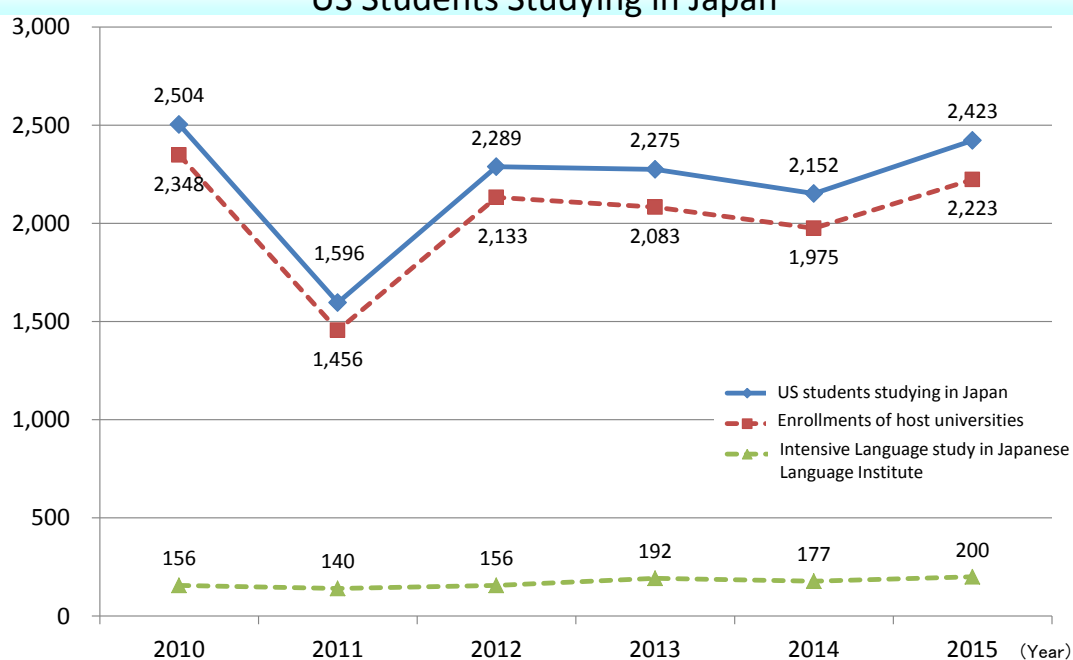
Japanese Students Studying in the US



(Source) Japan Student Service Organizations (JASSO)

Numbers of Students Studying Abroad [Source : JASSO]

US Students Studying in Japan

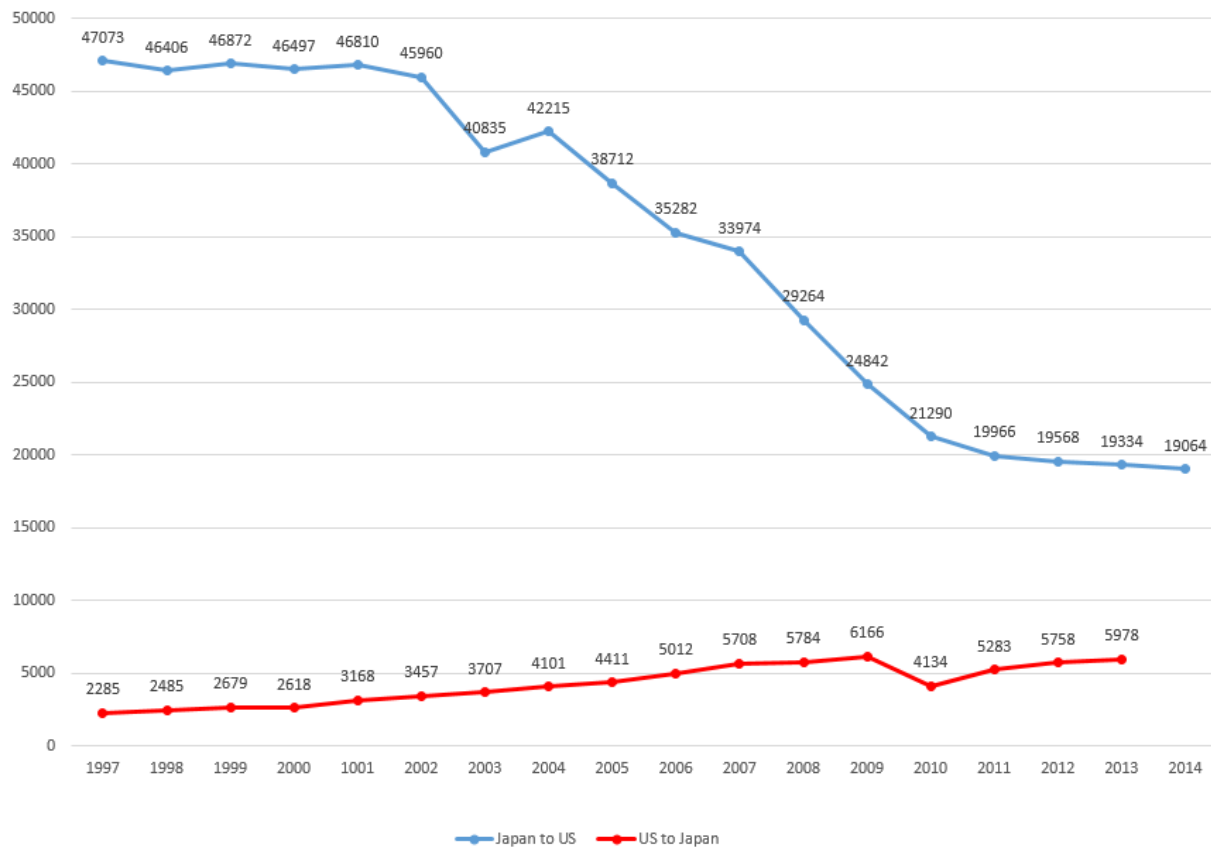


(Source) Japan Student Service Organizations (JASSO)

12) Appendix: Numbers of Students (IIE Source)

Numbers of Students Studying Abroad [Source : IIE “Open Doors”]

< Numbers of Japanese Students Studying in the U.S >



< Numbers of U.S. Students Studying in Japan >

As of June, 2016

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Vice Chair:

Sheila Smith	Senior Fellow for Japan Studies, Council on Foreign Relations (CFR)
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Panelists:

Edward Lincoln	Professorial Lecturer, George Washington University
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Patricia Maclachlan	Associate Professor of Government and Asian Studies, University of Texas
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Deanna Marcum	Managing Director, Ithaka
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Anne Nishimura Morse	William & Helen Pounds Sr. Curator of Japanese Art, Museum of Fine Arts, Boston
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T. J. Pempel	Professor of Political Science, University of California, Berkeley
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Leonard J. Schoppa, Jr.	Director, Woodrow Wilson Department of Politics, University of Virginia
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David A. Sneider	Partner at Simpson Thacher & Bartlett LLP in the Firm's Corporate Department
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Evan Ryan	Assistant Secretary for Educational and Cultural Affairs, U.S. Department of State
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TBD	Acting Assistant Secretary for Post-Secondary Education, US Department of Education
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Japan Panel: Chair:

Ryozo Kato	Former Ambassador to the United States
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Fumiaki Kubo	Professor, Graduate Schools for Law and Politics, University of Tokyo President, Japanese Association for American Studies
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Isao Kiso	President, Chiba Institute of Science
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Naoyuki Agawa	Distinguished Visiting Professor, Doshisha University
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Masako Egawa	Professor, Graduate School of Commerce and Management, Hitotsubashi University
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Akio Okawara	President/CEO, Japan Center for International Exchange
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Junichi Chano	Executive Director, Center for Global Partnership / Managing Director, Youth Exchange Bureau, The Japan Foundation
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Takeo Mori	Director-General, North American Affairs Bureau, Ministry of Foreign Affairs
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Makita Shimokawa	Director-General for Cultural Affairs, Ministry of Foreign Affairs
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Yoshio Yamawaki	Director-General for International Affairs, Ministry of Education, Culture, Sports, Science, and Technology Director-General for Cultural Affairs, Ministry of Foreign Affairs
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Advisor:

Yutaka Aso	President & CEO, Aso Corporation and Aso Cement Co., Ltd.
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Minoru Makiyara	Senior Corporate Advisor and Former Chairman, Mitsubishi Corporation, Former Vice Chairman Japan Business Federation
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